

From: (b) (6)

To: Provost (Interim), U.S. Naval War College

Subj: PRE-ACTION INVESTIGATION INTO MULTIPLE ALLEGATIONS OF UNPROFESSIONAL INTERPERSONAL BEHAVIOR AMONG FACULTY IN THE STRATEGY AND POLICY DEPARTMENT TO INCLUDE POTENTIAL GENDER DISCRIMINATION AND DEVIATION TO INSTRUCTIONS RELATING TO THE PROMOTION AND TENURE PROCESS

Ref: (a) U.S. Naval War College Faculty Handbook 2019 of 19 July 2019

Encl: (1) Pre-action Investigation Appointing Letter Ser 01/0190 of 27 Apr 21

(2) (b) (6) Memo 1 of 12 August 2020

(3) (b) (6) Memo 2 of 11 September 2020

(4) Executed Kalkines Warnings for Interviewees

(5) Prof. Murray HKS e-mails of April 2019

(6) (b) (6) e-mails of April 2019

(7) Prof. Murray Interview of 1 June 2021

(8) (b) (6) Interview of 2 June 2021

(9) (b) (6) Interview of 4 June 2021

(10) (b) (6) e-mail of 12 June 2021

(11) (b) (6) texts of 7 February 2021

(12) (b) (6) Interview 12 May 2021

(13) My draft statement for (b) (6) of 12 May 2021

(14) (b) (6) Statement of 26 May 2021

(15) (b) (6) Interview of 14 May 2021

(16) My draft statement for (b) (6) of 14 May 2021

(17) (b) (6) Statement of 20 May 2021

(18) (b) (6) Interview of 7 May 2021

(19) (b) (6) Statement of 12 May 2021

(20) (b) (6) e-mail on Promotion and Tenure Policies and Procedures of 25 January 2021

(21) (b) (6) memo on Instructions for Departmental Promotion & Tenure Committees of 18 February 2021

- (22) (b) (6) Interview of 21 May 2021
- (23) (b) (6) Interview of 23 May 2021
- (24) (b) (6) Interview of 25 May 2021
- (25) (b) (6) Interview of 4 June 2021
- (26) (b) (6) Interview of 9 June 2021
- (27) (b) (6) Interview of 8 June 2021
- (28) (b) (6) Interview of 3 June 2021
- (29) (b) (6) Interview of 28 May 2021
- (30) (b) (6) Interview of 9 June 2021
- (31) (b) (6) Interview of 21 June 2021
- (32) (b) (6) e-mails of 22-23 February 2021
- (33) (b) (6) P and T e-mail of March 2021
- (34) (b) (6) Interview of 19 May 2021
- (35) (b) (6) Interview of 12 May 2021
- (36) (b) (6) Statement of 20 May 2021
- (37) (b) (6) Interview of 14 May 2021
- (38) (b) (6) Statement of 17 May 2021
- (39) (b) (6) Interview of 28 May 2021
- (40) (b) (6) account of student incident of 11 February 2019
- (41) (b) (6) e-mail to (b) (6) of 27 April 2019
- (42) (b) (6) Interview of 21 May 2021
- (43) (b) (6) Interview of 21 May 2021
- (44) (b) (6) Interview of 8 June 21
- (45) (b) (6) Interview of 21 May 2021
- (46) (b) (6) Interview of 25 May 2021
- (47) (b) (6) Interview of 28 May 2021
- (48) (b) (6) Interview of 20 May 2021

(49) (b) (6) e-mail of 3 June 2021

(50) Profs. Murray, (b) (6) e-mail chain of 2019-20 (b) (6) Allegation: Follow-up on (b) (6) Complaint 3 of 3)

(51) Profs. Murray and (b) (6) e-mails of 2019-20 (b) (6) Allegation: Sharing of my confidential thoughts on tenure)

(52) Prof. Murray e-mails of May 2020 (Woodson Prize Submission (1))

(53) Prof. Murray e-mails of May 2020 (Woodson Prize: Hold that thought. I found the email)

(54) (b) (6) and (b) (6) e-mails of November 2018 (Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students )

1. Background. This is a report of investigation in response to an appointment order dated 27 April 2021 from the Provost (Interim), U.S. Naval War College in which I was directed to conduct a pre-action investigation into "the facts and circumstances surrounding multiple allegations of unprofessional interpersonal behavior among faculty in the Strategy and Policy (S&P) Department to include potential gender discrimination and deviation to instructions relating to the promotion and tenure process at the U.S. Naval War College, Newport, RI" (Enclosure 1). The basis for the investigation centered on a series of allegations of bullying, harassment, and gender discrimination made by (b) (6) in August and September of 2020 at Enclosures 2 and 3. Additional issues relating to the promotion and tenure process that arose during this investigation, as well as the broader issue of unprofessional interpersonal behavior in the S&P department were also investigated. This report covers eleven allegations and provides eleven separate Findings of Fact as well as an assessment of issues relating to the overall professional and social climate within the S&P department. Kalkines Warnings for those individuals interviewed are at Enclosure 4.

1.a. In 2020, a formal investigation was conducted by (b) (6) relating to allegations of inappropriate activities within the S&P department. In the course of that 2020 investigation, (b) (6) provided an eight-page document to (b) (6) titled "Material for harassment and bullying complaint interview August 12, 2020" (Enclosure. 2). Enclosure 2 was provided to me by (b) (6) of HRO at the start of this investigation. The allegations within Enclosure 2 were highlighted to me as the basis for this pre-action investigation tasked by the Interim Provost on 27 April 2021. I was directed by (b) (6) to interview (b) (6) Chairman of the S&P Department, regarding additional allegations of potential deviations in instructions relating to the promotion and tenure process.

1.b. In the course of my investigation, I was provided by (b) (6) a seven-page document given to him by (b) (6) titled "Harassment and bullying complaint notes\* To S&P chair September 11, 2020" (Enclosure 3). Enclosures 2 and 3 are fundamentally similar, and lay out a chronology commencing in 2014 that documents specific alleged incidents of offensive behavior by specific members of the S&P Department that constitute, in (b) (6) view, unlawful harassment and deviations to the promotion and tenure process. Additional issues relating to the promotion and tenure process in 2019 and 2021 were identified by (b) (6) or otherwise surfaced in this

investigation beyond those delineated in the (b) (6) memos. Consideration of these allegations is included in this investigation.

## 2. Allegations and Findings of Fact.

### ***2.a. Allegation 1. Alleged Deviation to Promotion and Tenure Process: The Murray/Harvard Kennedy School query (2019).***

2.a.1. During (b) (6) initial application for promotion and tenure in 2019, Prof. Nicholas Murray of the S&P faculty contacted the Belfer Center at the Harvard Kennedy School (HKS) in April 2019 to ask whether a monograph that had been authored by (b) (6) and published as an International Security Program Discussion Paper by HKS had been peer reviewed (e-mails at Enclosure 5). Prof. Murray subsequently provided this information to (b) (6) (Enclosure 6), who was chairperson of the departmental promotion and tenure committee that was then considering (b) (6) (b) (6) application. (b) (6) allegation of impropriety is at Enclosure 2 p. 8. My interview with Professor Murray is at Enclosure 7. My interview with (b) (6) the chairman of the S&P Department during this incident, is at Enclosure 8. The Naval War College requirements for the conduct of the promotion and tenure process are delineated in Reference a (the 2019 Faculty Handbook). The allegation is that Professor Murray solicited information on a candidate for promotion and tenure, and then forwarded that information to a member of the department promotion and tenure committee in violation of established procedures for the conduct of the promotion and tenure process.

#### 2.a.2. Allegation 1 Findings of Fact.

2.a.2.a. Prof. Murray did communicate directly with the staff of HKS regarding the academic rigor of (b) (6) scholarship prior to the S&P faculty meeting to consider (b) (6) (b) (6) application for promotion and tenure.

2.a.2.b. Prof. Murray was not a member of the departmental promotion and tenure committee for (b) (6) and initiated the query on his own volition.

2.a.2.c. Prof. Murray did provide the results of that communication to (b) (6) chairperson of the (b) (6) departmental promotion and tenure committee.

2.a.2.d. No specific documented prohibitions on such queries and communications were uncovered in this investigation.

### ***2.b. Allegation 2. Alleged Deviation to Promotion and Tenure Process: The (b) (6) allegations (2019)***

2.b.1. During my interview with (b) (6) he raised two specific issues regarding the promotion and tenure process for (b) (6) in 2019 that he characterized as "procedural irregularit[ies]" (Enclosures 9 and 10). The first issue was a determination by then-Provost (b) (6) that (b) (6) could not appeal her denial for promotion and tenure by the NWC Committee since appeals could only be made on the basis of procedural violations. The second alleged irregularity was the failure of the Naval War College to provide to (b) (6) the specific rationale for her denial of promotion and tenure in 2019. The Naval War College requirements for the conduct of the promotion and tenure process are delineated in Reference a. The specific allegation is that denial of (b) (6) (b) (6) appeal and the failure of the Naval War College to provide her specific rationale for her



denial of promotion and tenure were in violation of established procedures for the conduct of the promotion and tenure process.

2.b.2 Allegation 2 Findings of Fact.

2.b.2.a. (b) (6) appeal of her denial of promotion and tenure in 2019 was denied by the Naval War College Provost.

2.b.2.b. (b) (6) was not provided a specific rationale by the Naval War College promotion and tenure committee for the denial of her application.

2.b.2.c. No specific violation of documented procedures with respect to (b) (6) appeal of her denial of promotion and tenure was uncovered in this investigation.

2.b.2.d. No specific violation of documented procedures with respect to communications of the rationale for (b) (6) denial of promotion and tenure was uncovered in this investigation.

**2.c. Allegation 3. Alleged Deviation to Promotion and Tenure Process: The (b) (6) texts (2021)**

2.c.1 On 7 February 2021 (b) (6) sent several text messages to (b) (6) (b) (6) requesting information on (b) (6) while she (b) (6) was resident at academic institutions prior to her arrival at the Naval War College. These text messages were sent after the department committee considering (b) (6) application for promotion and tenure had reached its decision and recommendation, but prior to the meeting of the department's tenured professors to review the committee recommendation and vote on its own recommendation. The text messages between (b) (6) and (b) (6) are at Enclosure 11. My interview with (b) (6) is at Enclosure 12. My draft statement for (b) (6) based upon my interview is at Enclosure 13. (b) (6) (b) (6) signed statement is at Enclosure 14. My interview with (b) (6) regarding this incident is at Enclosure 15. My draft statement for (b) (6) based upon my interview is at Enclosure 16. (b) (6) (b) (6) signed statement is at Enclosure 17. My interview with (b) (6) chairman of the Strategy and Policy Department, referencing this incident is at Enclosure 18. (b) (6) statement is at Enclosure 19. (b) (6) e-mail providing departmental Promotion and Tenure Policies and Procedures is at Enclosure 20. (b) (6) (HRO) Instructions for Departmental Promotion and Tenure Committees is at Enclosure 21. The specific allegation is that (b) (6) solicitation of information on a candidate for promotion and tenure violated established procedures for the conduct of the promotion and tenure process.

2.c.2 Allegation 3 Findings of Fact:

2.c.2.a. (b) (6) did solicit from (b) (6) information on (b) (6) prior to her arrival at the Naval War College.

2.c.2.b. Neither (b) (6) nor (b) (6) were on the promotion and tenure committee for (b) (6) in 2021.

2.c.2.c. As tenured faculty members, both (b) (6) and (b) (6) would be reviewing (b) (6) record at a meeting of tenured professors in the department, and voting on a recommendation for (b) (6) promotion and tenure.

2.c.2.d. The solicitation by (b) (6) occurred in advance of the faculty meeting to consider and discuss (b) (6) 2021 application for promotion and tenure.

2.c.2.e. (b) (6) provided no information to (b) (6) regarding her request.

2.c.2.f. Enclosure 20 specifically proscribed those communications "outside of either the tenured Strategy and Policy faculty or the members of the evaluation committee..." Both (b) (6) and (b) (6) were tenured S&P faculty.

2.c.2.g. The policy memo at Enclosure 21 refers to the department Promotion and Tenure Committee. Neither (b) (6) nor (b) (6) were members of their department promotion and tenure committee in 2021.

2.c.2.h. The HRO policy at Enclosure 21 was promulgated 11 days after (b) (6) query to (b) (6). The solicitation by (b) (6) was made on 7 February 2021. The HRO policy memo was promulgated on 18 February 2021.

***2.d. Allegation 4. Alleged Deviation to Promotion and Tenure Process: The departmental tenure committee meeting in February 2021***

2.d.1. The tenured professors of the S&P Department held an on-line Zoom meeting on 19 February 2021 to discuss and vote on the recommendation from the S&P Department Promotion and Tenure Committee that (b) (6) be promoted to associate professor and granted tenure. Various accounts of the meeting are at Enclosures 7, 8, 10, 22, 23, 24, 25, 26, 27, 28, 29, and 30. Specific allegations were made by some of those participating in the on-line meeting (Enclosures 10, 22, and 26) that individual professors raised and discussed issues relating to (b) (6) qualifications for promotion and tenure that were inappropriate. Objections arising from the 19 February 2021 meeting centered on the issue of "collegiality" – to include filing of grievances, relationships between (b) (6) and her MilMods, and student evaluation scores – which were raised specifically by (b) (6) and Prof. Murray as topics for consideration (Enclosures 10, 22, 25, 26, 27, 28, and 29). Those alleging improprieties made reference to both Reference a and to Enclosure 21 as governing authority for the meeting. I queried (b) (6) as to the specific authority for the stipulations in the HRO memo at Enclosure 21 and she directed me to (b) (6) (HRO). My subsequent interview with (b) (6) regarding this issue is at Enclosure 31. The supplementary departmental instructions governing the conduct of the faculty meeting issued by department chairman (b) (6) is at Enclosure 20.

***2.d.2 Allegation 4 Findings of Fact.***

2.d.2.a. There was a Zoom meeting of tenured faculty in the S&P department on 19 February 2021 to consider and provide a recommendation vote regarding promotion and tenure for (b) (6).

2.d.2.b. At that meeting, the issue of collegiality was raised by (b) (6) as a proposed criteria for discussion and consideration (Enclosures 10, 23, and 28).

2. d. 2.c. Various faculty members allege that consideration of this characteristic was outside the stipulated bounds of candidate issues for discussion (Enclosures 10, 22, 27, and 29).

2.d.2.d. Reference a does not delineate specific topics that should *not* be considered by the promotion and tenure process, nor does it stipulate that the named criteria are the *only ones* that can be considered.

2.d.2.e. Enclosure 20 does not specify topics that should *not* be considered by the promotion and tenure process, nor does it stipulate that the named criteria are the only ones that can be considered.

2.d.2.f. Enclosure 21 states that "Committee members must base their decisions on what is presented in the faculty member's promotion/tenure package and the evaluation committee report."

2.d.2.g. (b) (6) of HRO (Enclosure 31) was unable to cite an authority for the stipulations in Enclosure 21.

2.d.2.h. One of the three "General Responsibilities" delineated for faculty, staff, and administration of the Naval War College contained in Reference a is "collegiality" (p. 43).

**2.e. Allegation 5. Alleged Deviation to Promotion and Tenure Process: The (b) (6) e-mail (2021)**

2.e.1. (b) (6) was chairman of the S&P department committee that considered (b) (6) second application for promotion and tenure in the Winter/Spring of 2021. The favorable recommendation of the committee was presented to all of the tenured professors during a Zoom meeting on 19 February 2021 which likewise voted to recommend that (b) (6) be granted promotion and tenure. During the faculty discussions at that meeting, an issue was raised by (b) (6) (Enclosure 28) regarding higher-than-average student grades in (b) (6) most recent seminars, with the implication that student grades might have been inflated by (b) (6) and her seminar co-moderator (b) (6) (b) (6) in order to influence student critiques of instructor performance. Following the on-line Zoom meeting of tenured professors, (b) (6) sent an e-mail on 22 February 2021 at 2216 to (b) (6) with an information copy to all tenured professors in the department, noting the student grades in the two most recent seminars that (b) (6) co-moderated with (b) (6) and asking whether (b) (6) had felt "pressured to inflate the grades for those two seminars" (Enclosure 32). The department chairman, (b) (6) (b) (6) saw this e-mail early the next morning and sent his own e-mail to all tenured professors in the department on 23 February 2021 at 0535 directing all recipients not to respond to the (b) (6) e-mail (Enclosure 32). (b) (6) subsequently spoke with (b) (6) (b) (6) and then reported this incident to (b) (6) (HRO), (b) (6) (HRO), and (b) (6) (General Counsel) in a subsequent e-mail (Enclosure 33). (b) (6) (b) (6) stated that he had sent a copy of the e-mail to (b) (6) executive assistant and senior military officer in the department, but that he (b) (6) did not respond to (b) (6) (Enclosure 34). (b) (6) Interview is at Enclosure 35. (b) (6) (b) (6) statement is at Enclosure 36. My interview with (b) (6) and his statement are at Enclosures 18 and 19, respectively. My interview with (b) (6) and his statement are

at Enclosures 37 and 38, respectively. The allegation is that (b) (6) solicited information on a candidate for promotion and tenure in violation of established procedures for the conduct of the promotion and tenure process. The Department chairman policy regarding the conduct of the promotion and tenure process is at Enclosure 20. (b) (6) stated (Enclosure 19) that he reiterated this policy at the start of the 19 February 2021 meeting of the tenured professors.

2.e.2 Allegation 5 Findings of Fact.

2.e.2.a. (b) (6) did send the e-mail at Enclosure 32 to (b) (6) on 22 February 2021 with information copies to the tenured professors in the Strategy and Policy Department.

2.e.2.b. The (b) (6) e-mail was sent three days after the department tenured professors had already cast their votes regarding the granting of promotion and tenure to (b) (6).

2.e.2.c. (b) (6) sent a subsequent e-mail to all tenured professors in the department directing that they not respond to (b) (6) e-mail query (Enclosure 32.)

2.e.2.d. There is no evidence that anyone responded to the (b) (6) e-mail.

2.e.2.e. The Naval War College Promotion and Tenure Committee that was in session during this incident contained no members from the faculty of the S&P Department.

2.e.2.f. It is not known, but considered unlikely, that any members of the NWC Promotion and Tenure Committee were aware of the (b) (6) e-mail.

2.e.2.g. There is nothing in Reference a that specifically prohibits the (b) (6) communication.

2.e.2.h. Enclosure 20 specifically stipulates department personnel were "NOT to communicate with any individuals outside of either the tenured Strategy and Policy faculty or the members of the evaluation committee about any aspect relating to the applicant's promotion and tenure."

**2.f. Allegation 6. Alleged unprofessional interpersonal behavior: The 7/21/15 meeting with (b) (6) (b) (6) and (b) (6)**

2.f.1 On July 21, 2015 (b) (6) met with (b) (6) and his executive assistant, (b) (6) (b) (6) USN for a routine counseling session. A specific incident occurred during that meeting that can be characterized as an altercation (i.e. a vehement quarrel) between (b) (6) and (b) (6) (b) (6) (b) (6) account of the event is at Enclosures 2 and 3. During my interview with (b) (6) (b) (6) (Enclosure 39) she confirmed the account in Enclosure 2 and declined to provide any elaboration. (b) (6) account of the incident is at Enclosure 29. (b) (6) has left the War College and was not available to be interviewed. (b) (6) provided additional insight into the incident at Enclosure 9. (b) (6) alleges that (b) (6) yelled at her during the meeting, and that his treatment of her was demeaning, inappropriate, and unprofessional (Enclosure 2, p. 3).



2.f.2 Allegation 6 Findings of Fact.

2.f.2.a. A meeting took place in the office of (b) (6) then chairman of the S&P Department between (b) (6) and (b) (6) on 21 July 2015.

2.f.2.b. A specific incident occurred that can be characterized as an altercation between (b) (6) and (b) (6)

2.f.2.c. There is no indication of physical contact between the individuals.

2.f.2.d. There is no known written account of this event at the time that the event occurred.

2.f.2.e. (b) (6) and (b) (6) each provided different accounts of the event (Enclosures 2, 29, and 39).

**2.g. Allegation 7. Alleged unprofessional interpersonal behavior: The 2/11/19 student issue between (b) (6) and (b) (6)**

2.g.1. In January of 2019 an incident occurred between (b) (6) and (b) (6) that can be characterized as an altercation (i.e. a vehement quarrel). (b) (6) account of this incident is at Enclosure 2 (pp. 7-8). (b) (6) account of this incident is at Enclosure 40. (b) (6) subsequently provided her account of the incident (Enclosure 40) to (b) (6) (b) (6) at Enclosure 41) when (b) (6) was chairperson of (b) (6) 2019 departmental promotion and tenure committee. (b) (6) addressed this issue in my interview with her at Enclosure 42. (b) (6) account of this incident is at Enclosure 8.

2.g.2 Incident 7 Findings of Fact.

2.g.2.a. An incident occurred between (b) (6) and (b) (6) in January 2019 that can be characterized as an altercation.

2.g.2.b. There is no indication of physical contact between the individuals.

2.g.2.c. (b) (6) and (b) (6) are in agreement as to the cause of the incident.

2.g.2.d. (b) (6) and (b) (6) provided different accounts as to the details of the incident.

2.g.2.e. I was unable to uncover a written account of this event made at the time that the event occurred.

2.g.2.f. (b) (6) and Murray stated that they were not witness to the event and had no direct knowledge of the event.

**2.h. Allegation 8. Alleged unprofessional interpersonal behavior: Charges by (b) (6) against (b) (6)**

2.h.1. (b) (6) documented a series of alleged incidents involving (b) (6) that (b) (6) (b) (6) alleges constitute a pattern of humiliation, intimidation, bullying, and criticism that were

gender-based (Enclosure 2, pp. 1-2, 4-7). Most of these involved one-on-one conversations between (b) (6) and (b) (6) that cannot be corroborated by an outside witness. (b) (6) had frequent discussions with (b) (6) while acting in the role of her mentor, but characterizes the tone and substance of the interactions very differently from that of (b) (6) (Enclosure 28). (b) (6) maintains that she was specifically tasked by (b) (6) to act as a formal mentor for (b) (6) (Enclosure 28). (b) (6) indicated that he did not recall tasking (b) (6) to formally mentor (b) (6) (Enclosure 49). (b) (6) and (b) (6) stated in their interviews that they believed that there were grounds for (b) (6) allegations (Enclosures 9 and 43 respectively), but they declined to identify individuals by name, and could not confirm first-hand knowledge of any of the incidents alleged in Enclosure 2. All of the faculty members interviewed for this investigation were asked specifically about the allegations by (b) (6) against (b) (6) (Enclosures 7-9, 12, 18, 22-30, 34, 42-48). In only one instance was a specific allegation of (b) (6) observed. (b) (6) cites an incident on 6/7/18 (Enclosure 2 p. 4) when (b) (6) refused to acknowledge (b) (6) request to speak to the assembled group at a faculty retreat. (b) (6) account is at Enclosure 28. (b) (6) observed this incident. His account is at Enclosure 26.

#### 2.h.2. Allegation 8. Findings of Fact.

2.h.2.a. I am unable to independently corroborate the specific allegations made by (b) (6) against (b) (6) or to draw any conclusion of fact regarding those allegations.

#### **2.i. Allegation 9. Alleged unprofessional interpersonal behavior: Charges by (b) (6) against Prof. Murray**

2.i.1. (b) (6) provides in Enclosure 2 five specific allegations against Prof. Murray that purport to offer evidence of humiliating, intimidating, and threatening actions by Prof. Murray. The first allegation is that Prof. Murray sought to get (b) (6) punished or reprimanded as a result of the student incident involving (b) (6) (Enclosure 2, p. 7). The second allegation is that Prof. Murray interfered with (b) (6) promotion and tenure process in 2019 as a result of his solicitation of information on (b) (6) publications by the Belfer Center (HKS) (Enclosure 2, p. 8). This allegation is addressed above as Allegation 1 of this investigation. Prof. Murray's account is at Enclosure 7. The third allegation is that Prof. Murray circulated information to the tenured faculty in 2019 with the intent of damaging her reputation among her colleagues and preventing her from being promoted. (b) (6) account is at Enclosure 8. Related e-mails are at Enclosures 50 and 51. The fourth allegation is that Prof. Murray complained about (b) (6) frequent absences from the War College due to illness. This allegation is addressed briefly by Prof. Murray at Enclosure 7 and (b) (6) at Enclosure 8. The fifth allegation is that Prof. Murray had (b) (6) taken off of an awards committee (Woodson Prize) which reduced her service role in the department and thus diminished her prospect for promotion and tenure. Prof. Murray's account of this incident is at Enclosure 7. Related e-mails are at Enclosures 52 and 53. Prof. Murray's account of his relationship with (b) (6) is at Enclosure 7. (b) (6) provided additional comments regarding Prof. Murray in her interview at Enclosure 39. In my interviews with other faculty members, only five provided any assessment of the relationship between (b) (6) and Murray (Enclosures 8, 9, 26, 27, and 29). There was a general belief that the relationship between (b) (6) and Murray was contentious, but none could offer any specific information as to the cause.



2.i.2 Allegation 9. Findings of Fact.

2.1.2.a. Prof. Murray did contact HKS/Belfer regarding (b) (6) scholarship as detailed in Allegation 1 of this investigation above.

2.1.2.b. Prof. Murray did contact (b) (6) then chairperson of (b) (6) promotion and tenure committee, regarding an alleged formal complaint with respect to the (b) (6) altercation detailed in Allegation 7 of this investigation above.

2.1.2.c. Prof. Murray did complain to (b) (6) about (b) (6) absences due to illness.

2.1.2.d. Prof. Murray did take action to get (b) (6) removed from the Woodson awards committee.

**2.j. Allegation 10. Alleged unprofessional interpersonal behavior: Charges by (b) (6) against (b) (6)**

2.j.1. (b) (6) alleged that (b) (6) treated her in a manner that was indicative of gender discrimination (Enclosure 2, p. 1). She stated that his attitude toward her could be characterized as intimidation, threat, and hostility (Enclosure 2, p. 3). (b) (6) account of his relationship with (b) (6) is at Enclosure 29. Two specific incidents cited in Enclosure 2 are the altercation at the meeting between (b) (6) and (b) (6) on 21 July 2015 (addressed as Allegation 6 of this investigation, above) and an alleged complaint from (b) (6) to (b) (6) regarding her absences from post-doc job talks. (b) (6) stated that (b) (6) threatened her job during PARS meetings, and communicated a sense of intimidation, threat, and hostility (Enclosure 2, p. 3). No written documentation was uncovered to corroborate the allegations by (b) (6) regarding (b) (6). There is no indication that such documentation exists. Only six faculty members interviewed were able to comment on the relationship between (b) (6) and (b) (6) and (b) (6) believe that (b) (6) sought to be supportive of (b) (6) (Enclosures 25, 26, 27, and 28.) Prof. Murray and (b) (6) characterized (b) (6) support for (b) (6) as perhaps less than adequate (Enclosures 7 and 47.) No individuals were able to corroborate any actions by (b) (6) toward (b) (6) that could be characterized as intimidation, threat, or hostility.

2.j.2. Allegation 10. Findings of Fact.

2.j.2.a. I am unable to independently corroborate the specific allegations made by (b) (6) (b) (6) against (b) (6) or to draw any finding of fact relating to those allegations.

**2.k. Allegation 11. Alleged unprofessional interpersonal behavior among the S&P faculty amounting to harassment, bullying, and gender discrimination against (b) (6)**

2.k.1. (b) (6) alleges that a number of her colleagues, both military, and civilian, treated her in a manner that created and reinforced a hostile work environment -- making her afraid of her colleagues and in fear of keeping her job (Enclosure 4, pp. 1-2.) At my Pre-Action Investigation meeting with (b) (6) (HRO) and (b) (6) (OGC), (b) (6) directed that the investigation

should entail a "whole department look." My subsequent interviews focused narrowly on any specific incidents involving (b) (6) as well as the broader issue of a hostile work environment or gender discrimination within the S&P Department. Relevant comments are provided in Enclosures 7, 8, 9, 12, 17, 22, 23, 24, 25, 26, 27, 29, 30, 34, 42, 43, 44, 45, 46, 47, and 48. The predominant view among those faculty interviewed in the department is that there were both personal and professional conflicts between (b) (6) and certain other faculty members. Four interviewees believe that there are valid grounds for (b) (6) allegations (Enclosures 9, 22, 43, and 44). Only one specific incident of unacceptable behavior referencing (b) (6) was cited (Enclosure 9), and that specific incident was not corroborated by any other interviewee. There was a majority view among the interviewees that the overall climate in the S&P Department is indicative of a lack of collegiality. No specific instances (other than that cited in Enclosure 9) offering evidence of bullying, intimidation, gender discrimination, or a hostile work environment were cited.

#### 2.k.2. Allegation 11. Findings of Fact.

2.k.2.a. I am unable to corroborate the specific allegations made by (b) (6) or to draw any finding of fact relating to those allegations.

2.k.2.b. I am unable to draw any finding of fact regarding evidence of bullying, intimidation, gender discrimination, or a hostile work environment.

#### 3. Additional Matters.

3.a. With rare exception, (b) (6) colleagues have praised her academic pedigree and her significant scholarly accomplishments. The ongoing tension between (b) (6) and other members of the faculty appears to center primarily on the difficulties she has had in acclimating to the dominant department culture in terms of personal relationships with faculty and students. The S&P department is a social organization – in this case with team teaching, planning meetings, and co-development of curriculum, seminars, and lectures. Part of joining and succeeding in this professional environment is accommodation to cultural norms of that social organization – to include accepted standards of dress, expected frequency and duration of social interaction, appropriate deference to the established hierarchy (i.e. both the formal and informal "pecking order"), and the mode and tone of personal interaction. Based upon my interviews, it is apparent that (b) (6) has certain personal characteristics that do not match the dominant culture in the department. She proved slow to understand the existing cultural norms of both the S&P department, and the Naval War College, and appears to have been somewhat resistant to making sufficient adaptation to those norms. It is evident that the S&P department had no established and formal process to help facilitate acculturation by new faculty members – and especially those who arrived with non-academic and non-military backgrounds (as (b) (6) did). It is fair to say that some faculty members proved unhelpful to (b) (6) – giving the impression that the burden was solely on her to adapt to seemingly arbitrary and conflicting standards. Some faculty proved hostile to (b) (6) as an individual they desired not to associate with for the rest of their careers. Most faculty members appear to have been entirely indifferent as to whether she succeeded or failed – indicating a lack of commitment to, or even identification with, the S&P department as a cohesive professional association focused on a common team objective.

3.b. Not unrelated to (b) (6) allegations is the predominant view among my interviewees of a generally contentious atmosphere among the faculty within the S&P department.

Although some faculty contend that professional relationships are more congenial now than they were some ten or more years ago, the more general view is that the overall climate of faculty relationships has deteriorated markedly in the past decade. A number of contributing factors to the current departmental climate were evident from my investigation and interviews:

3.b.1. *Unsettled issues regarding the promotion and tenure process.* The general impression among the faculty is of an inherent unfairness in the overall process resulting from insufficiently standardized procedures, continuously evolving processes, and different requirements among the different Naval War College departments. Specific issues relating to the promotion and tenure process uncovered in this investigation include:

3.b.1.a. Lack of standardized processes among the different war college departments; specifically the meeting and vote by tenured professors in S&P that is not provided for in the 2019 Faculty Handbook and is not employed by other departments. (I have confirmed that the NSA department has no provision for such a meeting or vote.)

3.b.1.b. Lack of a strict delineation and standardization of what criteria can and cannot be considered by the various promotion and tenure committees. I specifically note the issue of whether the quality of “collegiality” is a valid criterion for promotion and tenure decisions – and if so, how “collegiality” is to be defined and assessed.

3.b.1.c. Lack of standardization and written authority regarding confidentiality of discussions and voting.

3.b.1.d. Lack of standardization as to what the candidate can and cannot know about the rationale and decisions at each level in the promotion and tenure process. Denying the unsuccessful candidate access to the committee reports and recommendations denies the candidate 1) the ability to better assess the specific reasons for their denial – and specifically whether there might be some basis for an allegation of gender or other bias in the decision; and 2) specific actions that might be taken by the candidate to improve the prospects of any subsequent application.

3.b.2. *The apparent lack of an objective process or criteria by which a candidate applying to join the faculty can be evaluated in terms of their propensity to adapt to the lecture and team-teaching methods employed by the department.* It is evident that not every prospective professor is accustomed to, or has a natural talent for, the teaching model of the S&P department. Coupled with the lack of a formal mentoring process (see below), an inherently poor match can result in unfortunate and lasting consequences for the professor, the department, and the war college students.

3.b.3 *The lack of a formal and objective means of evaluating and documenting classroom and lecture performance.* There is no set requirement that lectures or seminars be monitored by other faculty, or that feedback be provided. Yet a major determining factor in promotion and tenure is seminar and lecture performance. There are no “murder boards” and no formal “coaching.” This has resulted in a continued primary reliance on student evaluations as a measure of teaching success. The 2019 Faculty Handbook (Reference a) states that the “college uses robust evaluative tools,” but states only that “direct evaluation of teaching performance may take place” on an “occasional” basis – indicating no requirement for formal peer or senior evaluation of teaching performance. Faculty

members commonly stated that they felt a need to pander to student desires for entertainment on stage, and that having an engaging lecture style is valued far more than scholarly competence (although those faculty with consistently high scores – both men and women – begged to differ). Many also felt that the anonymity of the student evaluations fostered (and continues to foster) unprofessional, inappropriate, and hurtful comments with significant negative repercussions among the faculty.

3.b.4. (b) (2), (b) (5) It must be acknowledged that different lecturers have different styles of communicating to a mass audience. Lecture attendees have different standards for what constitutes a “good” or “acceptable” lecture performance. Student evaluations reflect the extent to which the lecturer is engaging or entertaining, but do not necessarily measure the transfer of knowledge. The lack of any formal guidelines or assessment processes for mannerisms, gestures, volume, pacing, tone, etc. results in an informal and inconsistent evaluation method. This fosters undoubted confusion on the part of new faculty as to what constitutes a good or acceptable performance, with other faculty members offering *ad hoc* advice that is generally episodic and often conflicting. Yet new faculty members feel compelled to try to incorporate all critiques into their lecture styles in order to appear accommodating to those who control their promotion and tenure.

3.b.5. *The lack of a formal mentoring process to acculturate new faculty members into departmental procedures and expectations.* The Naval War College is essentially a military institution that can differ significantly from previous academic or professional experiences of incoming civilian professors. New faculty success is, and has been, essentially a “sink or swim” approach with no objective guidance for the conduct of seminars, lectures, research, and service. Some faculty members portrayed this lack of formal mentoring as both common in academia and perfectly acceptable. Others characterized it as being at odds with acceptable professional practice that serves to inhibit the rapid assimilation of new faculty into the departmental norms, and can foster faculty conflicts like those arising with (b) (6)

3.b.6. (b) (2), (b) (5) (b) (2), (b) (5) Many interviewees felt that early coordination difficulties between (b) (2), (b) (5) and her co-moderators were allowed to fester and generate ill-feelings that continue to this day. The belief among the faculty was that the senior department military and civilian leadership could have, and should have, taken an early, active, and supportive role in uncovering potential and active personal conflicts, and resolving them before they got out of hand.

3.b.7. (b) (2), (b) (5) (b) (2), (b) (5) At present, accounts of personal conflicts are often dependent upon disputed recollections and hearsay. The lack of written records challenges the effort to establish an objective truth for investigations and possible legal proceedings.

3.b.8. *A senior-junior divide.* A common view among the more junior faculty is that the “seniors” run the department – with the classification of “senior” being determined by longevity, and not academic rank. One interviewee characterized the senior faculty as the “old timers” running a “fiefdom,” and treating the junior faculty essentially “like graduate students.” The result is that “junior faculty discontent is common.” This appears to have been one factor in play with (b) (6) who had a previous professional career. The evident junior-senior divide – exacerbated by the physical



separation of junior and senior faculty in offices on opposite sides of Hewitt Hall – is commonly seen to inhibit the development of a faculty camaraderie and sense of common mission.

3.b.9. *A lack of civility and professional courtesy among certain faculty members.* This should not be over-emphasized since the primary characteristic of the S&P faculty appears to be a general lack of professional and social contact with each other. But one enlightening e-mail exchange between (b) (6) and (b) (6) that garnered a great deal of attention on the S&P faculty (i.e. it was archived by several faculty members as being significant) suggests a lack of basic civility between at least some colleagues in that department (Enclosure 54).

3.b.10. *The evident lack of any real social cohesion among the faculty within the S&P department.* This was exacerbated by the COVID-19 restrictions, but was characterized by all interviewees as clearly evident prior to the onset of the virus response. A large number of faculty expressed having little professional or personal contact with most of their departmental colleagues even before COVID-19. Some of this is seen to be driven by the fact that S&P is a multi-disciplinary department, with faculty having very different academic backgrounds (the most notable divide being the historians and the political scientists), different interests, and different notions of what constitutes acceptable professional scholarship. Many blamed the situation on the new promotion and tenure requirements which, in their view, puts the greatest emphasis on scholarship rather than teaching – with faculty motivated to spend the maximum amount of time away from the War College doing research at the expense of being on-site and interacting with students and colleagues. Others on the faculty point to the layout of Hewitt Hall, which puts faculty offices on opposite sides of the building (in general, seniors on one side the juniors on the other), thus inhibiting the frequent faculty hallway meetings that were facilitated by the single rows of offices in the Conolly Hall layout where S&P had previously been located. Regardless of the causes, the lack of basic familiarity among S&P faculty with their professional colleagues in the same department and teaching the same curriculum strikes an outsider as rather remarkable.

3.b.11. *Finally, the evident lack of departmental identification with a common mission or purpose that would serve to bind the faculty together into a cohesive organization focused on team achievement of a common goal.* Only two of my interviewees raised the issue of the mission of the S&P department as it relates to the overall mission of the Naval War College and of the U.S. Navy.

(b) (6)



**PROVOST**  
US NAVAL WAR COLLEGE  
686 CUSHING RD  
NEWPORT RHODE ISLAND 02841-1207

12700  
Ser 01/0190  
27 Apr 21

From: Provost, U.S. Naval War College  
To: (b) (6)

Subj: PRE-ACTION INVESTIGATION APPOINTING LETTER

Ref: (a) SECNAVINST 12752.1A  
(b) 5 U.S.C. § 7513

Encl: (1) Administrative Investigations Guide  
(2) Sample investigation report

1. This appoints you, per references (a) and (b), to inquire into the facts and circumstances surrounding multiple allegations of unprofessional interpersonal behavior among faculty in the Strategy and Policy Department to include potential gender discrimination and deviation to instructions relating to the promotion and tenure process at the U.S. Naval War College, Newport, RI.

2. Guidance on conducting a pre-action investigation is provided in enclosures (1) and (2). Prior to beginning your investigation, you are requested to consult with (b) (6), Human Resources Specialist (Labor/Employee Relations), Naval War College, for specific guidance. (b) (6) can be reached at (b) (6).

3. You are not to make any opinions or recommendations based on the facts and circumstances of the incident. Report your findings of fact to the Provost no later than 28 May 2021, unless granted an extension of time.

4. The Command Counsel, (b) (6), is available to provide legal advice. (b) (6) can be reached at (b) (6) or (b) (6).

HICKEY,JAMES.E. Digitally signed by  
HICKEY,JAMES.E. (b) (6)  
Date: 2021.04.27 14:53:52  
-04'00'

JAMES E. HICKEY  
Interim

Copy to:  
HRO  
Command Counsel



Material for harassment and bullying complaint interview August 12, 2020\* \*\*

(b) (6) Navy captain, JAG, investigator

(b) (6)

\*This material is illustrative rather than exhausted. I have not attempted to identify every single incidence of bullying or harassment I have experienced over the past seven years in my department at the Naval War College. I pulled this material together quickly to meet the investigator's timeline with the intention of laying out the patterns of gender-based bullying and harassment I have experienced in the Strategy and Policy Department.

\*\*I make two big assumptions in relaying information conveyed to me by others. First, I assume that what my interlocutors told me is accurate to the best of their knowledge. Second, I assume that they will tell the investigator what they told me because it is accurate.

#### Background

(b) (6)

First two degrees from extremely male-dominated university

Worked in highly sexist food industry

Worked in heavily male dominated journalism

Work in heavily male dominated part of academia, bombs and bullets

Because of the subject of my research I interact with many mil members, nearly all male

Never seen gender attitudes like those in S&P. Couldn't believe it at first. Totally bought the story that everything was my fault.

**Gender discrimination context in the department: patterns of gender exclusion based on gender assumptions circa 1961 or so among some of the most powerful civilian members:**

How women talk in meetings to fend off possible criticism and anger by male colleagues (b) (6)

(b) (6) on why he assigned (b) (6) to me and (b) (6) to (b) (6) Gender-based assumption about what women are like.

(b) (6) on who counts as "we" in the department: the men only. "We only wear suits on stage." All the women in the department at that time wore suits all the time.

Language: manning, coat and tie.

Woman officer wrote a long comment in her SLC student evaluation a few years ago pointing out that she was routinely shouted down, interrupted, and ignored in seminar by the men present, including moderators, and that other women and POC had same experiences in S&P and other departments.

Several teaching partners told me that women and POC who get shouted down etc. need to deal with it themselves because that's real life. Pedagogically problematic as well as discriminatory.

**Commentary:** It is evident that a number of my colleagues mil and civ have simply not met or interacted before with someone like me: a woman who is a scholar who works on hard-core

security issues who is single and who is competent and confident. Their discomfort and behaviors based on it create and reinforce a hostile work environment in which I am afraid of my colleagues and fear for my job despite good performance.

**Departmental sexism and the origin of (b) (6) decision to target me over the past six years for allegedly having a problem with mil officers and men:**

**Commentary:** Patterns over time of humiliation, intimidation, bullying, criticisms that would not be directed at men.

(b) (6) was on leave the first year I was here so nothing from 2013-2014 AY on her behavior.

11/5/14 I sought (b) (6) out to ask her advice about team teaching. She questioned my abilities and professionalism, dismissed my experience as a teacher, dismissed as absurd the possibility that the problem might be on both sides, contradicted everything I said and when I agreed with things she said she also contradicted me. Evidently considered me someone who thinks military officers are stupid oafs. Didn't ask questions about how I work with partner, pointed out that I know nothing about what we teach [au contraire] since i've never been in the military or in combat [she has not either]. She also focused on the importance of pleasing students rather than helping them learn, whereas their learning is my goal. Said to let sexism roll off my back. Her teaching partner entered the room and she continued discussing me and my teaching partner in personal terms. Unprofessional, poisons atmosphere of department, and poisons the well for me with mil faculty. Demeaning. Humiliating. Intimidating.

2/3/15 (b) (6) talked to me about my lecturing, saying that I cock my head and shouldn't, and that I shouldn't pause when lecturing. Said she was sent by male faculty. She said she was delivering their message. "It's because of sexual harassment, of course." None of this would be said to a male lecturer. Demeaning. Humiliating. Intimidating.

3/12/15 (b) (6) complained again that I cock my head when I lecture, like a border collie, and said it was because I'm insecure. Perfect example of transference. Also it's my confidence and competence that grate on some of my colleagues, including her. Say to a man? Nope. Demeaning. Offensive. Intimidating. Also said that I'm original so people don't know what to make of me. Say this to male faculty? Unlikely. Demeaning. Humiliating.

3/24/15 (b) (6) claimed I dissed my teaching partner. [I have no idea what she's talking about.] Intimidating, humiliating.

5/2/15 (b) (6) again claimed I dissed my teaching partner. Builds sense that everything is my fault. Intimidating, humiliating.

5/17/15 (b) (6) told me, regarding complaints that I don't like men [none of which I have heard], that it's a predominantly male place and she handles it well because she has brothers. No mention of need for attitude adjustment on part of men. Clear implication that I'm not handling it well but all this is still from (b) (6) not any teaching partners. Places all blame on me for problem no one but she is bringing up. Also demeaning. Intimidating: change how you act or else, but it's not actually evident that I'm doing anything wrong.

7/21/15 I met with chair (b) (6) and XO (b) (6) for PARS. XO yelled at me, disparaged all things "academic." Said I'm too "authoritarian." Both said I'm "too intense." XO outraged at thought that gender might be playing a role in the teaching partner discomfort he was

telling me about [nothing from teaching partners to me]. Despite all this criticism, chair noted nonetheless that my Fall ILC evaluation scores were above average and that my scores rose with the notoriously difficult seniors this term. Demeaning and inappropriate and unprofessional to shout at me. Both interlocutors seemed to be reaching for criticisms. Humiliating and very intimidating. Threatened my MOU. Say these things to a man? Nope.

I sent emails asking the chair for benchmarks to meet so I'd know what I should be aiming for, given his criticisms. Never got any, heightening likelihood that criticisms are not serious but meant to intimidate.

I have more similar accounts of PARS meetings with (b) (6) so consider this representative. During his five years as chair mike p threatened my job at every PARS meeting, heightening sense of intimidation, threat, hostility, reinforcing his position that I was doing everything wrong and was the only one at fault

10/30/15 Colleague (b) (6) told me that I freak out the military faculty and I should try to scare them less. He said we shouldn't have to hide our light under a basket but I might try dimming mine a little. Clearly providing a perspective gained from someone or multiple someones. Don't know who. Again emphasis is that this is my fault and in my power to correct. No discussion of mil mods' responsibility to behave professionally. I think this was a sympathetic attempt to help me. It's nonetheless offensive in its view of gender roles and reflects the larger discriminatory problem in the department.

3/6/16 I learned some specifics about teaching partner and XO complaints to (b) (6) and other senior faculty. (b) (6) the XO reportedly complained every time I sent in a note saying I'm working at home, which the chair had told us all to do. (b) (6) also complained that I know nothing about leadership, don't like men, and don't respect rank. No counseling from chair for complainers to behave professionally. Nothing on paper because they're afraid of retaliation. Nothing said to me. Intimidating, humiliating. Not likely to say to a man.

3/16/16 More problems complainers see as relayed to me, not by complainers themselves: I have a problem with male officers. I'm probably a feminist. I'm rigid and aloof. Teaching partner (b) (6) was offended that I asked him to help me clean the whiteboards after class once. He also complained that I try to make students into political scientists, but no one says this about my colleague political scientist (b) (6) who according to at least one of his teaching partners says little that makes sense to his students (his teaching partners have included (b) (6) (b) (6) (very political sciency himself), (b) (6)). [I disagree with (b) (6) characterization of my teaching. Several senior faculty members have sat in on my seminars and none noted this. See (b) (6) (b) (6) and (b) (6) who is now at a (b) (6) think-tank.] (b) (6) labeled me a problem because several of my students appealed their grades but (b) (6) said in a retreat later that she gets grade appeals all the time so this seems like a manufactured problem. Complaints that I'm a vegan. (b) (6) complained that I locked our office door when I left, locking him out, but he never told me I was doing this to him. No direct complaints to me from any teaching partners. Unlikely to hear these petty complaints about a man. No mention of counseling to tell these people to act like professionals and talk to me if they have a problem with anything I do or say.

5/4/16 (b) (6) mocked me as a vegan [which I am not]. More manufactured outrage. Humiliating, not to mention bizarre because he didn't seem to understand what the word means.

6/30/16 Reportedly chair (b) (6) complained that I wasn't at every one of the job talks for post-docs. He didn't look to see that I was on record as being out of town and at the doctor for the

talks I missed. Also reportedly there were complaints that I wasn't at the CIWAG conference when I should have been because I'm the irregular warfare person. Was (b) (6) mentioned as well as the senior IW person in the department? Was he available? Did he attend? I had not been told that I should attend. Seems like seizing the opportunity to criticize me and potentially not a man in the same situation of non-attendance. Intimidation. But I hadn't done anything wrong.

4/9/18 (b) (6) told me that requiring everyone to attend lectures would make the department more harmonious: We all used to go and things were better then. I disagreed and explained that I thought the problems and disagreements were more fundamental. She seemed angry and hostile, scaring me. She seemed to want to trap me into saying something she could use against me or goad me into some misbehavior. She kept misquoting me when I said things. E.g., when I said the department agrees on little, even definitions such as for grand strategy, at the core of what we teach in the SLC, her response was, "Oh, so only political scientists can understand the concept of grand strategy."

5/22/18 (b) (6) told me I have problems with teaching partners [which I'm unaware of] because I'm smart and that intimidates them. Be a den mother and be careful to not hurt their feelings, she said. No mention of need for professionalism on their part. Unlikely to be said to a man, demeaning, humiliating, intimidating (e.g., here's what you have to do to keep your job).

**Commentary:** Note that (b) (6) may have been soliciting negative responses from teaching partners rather than responding to their independent expressions of dissatisfaction or frustration.

6/7/18 At faculty retreat (b) (6) told me she wouldn't call on me because I'd already talked enough. Say to a man? Nope. Not something others in this department would notice or remember though most were there. Demeaning, humiliating, intimidating (clear order to keep my mouth shut).

2/13/19 (b) (6) told me my job is to be a den mother, to be in the office all the time to listen to whoever pops in. Not said to men, humiliating, denigrates my abilities and professionalism, intimidating. Also incorrect. "Den mother" is not in my MOU.

9/27/19 (b) (6) attacked my scholarship over my El Salvador monograph. "How can you say it was a success ...?" She's socially awkward at the best of times but this was clearly a studied attack and very odd. It also appears that she didn't understand or didn't remember what my argument was about the ES counterinsurgency case. I was afraid, believed that she was behaving threateningly. E.g., when I suggested she read my monograph on the subject, she said in what I took to be a threatening tone, "Oh, I've read it. I've read evvvverrything." (b) (6) present. Intimidation and humiliation.

2/13/19 (b) (6) said I should be here in the office for teaching partners, be a "den mom." It's not what she expected to have to do but she does it. Said to ask my teaching partners all the time what they need to feel comfortable, as she does. Questionable whether she actually does this based on her presentations in bootstrap. Certainly I constantly ask teaching partners what they want to do with seminar, grading, etc. Still nothing from teaching partners themselves. Intimidation. Humiliating. Denies my experience and professional expertise. I would bet money she would not say this to a man. Also, despite persistent complaints that I do not spend enough time in my office, until relatively recently I was spending a full day there four days a week [most faculty are not in on Fridays]. Apparently my hours [7:30 am to about 2 pm without lunch or PT break] did not overlap sufficiently with those colleagues criticizing me for not being present.

**Commentary:** You can see the consistent message over time that I am doing things wrong and I'm unprofessional and unskilled. Also that I am at fault for all complaints and problems raised by others. Also the attempts to smear me: man hater, feminist, journalist so can't trust her, mil hater, vegan (!). See with (b) (6) the so-called queen bee syndrome (prevent other women from rising behind you) and with her and others the competence trap (women who are competent are seen as unlikeable). A number of my colleagues are evidently threatened by my existence. That's not a problem I can fix. Intimidation, humiliation, threats to my job based on gender assumptions.

NOTE THE GAP IN (b) (6) CRITICISM IN 2017 in above evidence. This was the year she told me she'd become a big fan and wanted me to stay in the department. Something changed for (b) (6) again later, though. I think it was my declining to behave like her despite her continued insistence that I do so. She's felt badly treated for all her 20-odd years in the department and attributes it to sexism. She apparently developed an apologetic persona when speaking that was intended to avoid seeming threatening to her colleagues, as did (b) (6) and (b) (6) (mentioned above). Since I arrived, neither (b) (6) nor (b) (6) does this any more. Big change.

**Commentary:**

Talk to (b) (6) who reported to the senior faculty at the end of SLC 2016 on the complaints from (b) (6) and (b) (6) finding no support for their accusations. This should have been the end of it, but (b) (6) has kept the narrative alive ever since in trying to damage my reputation and my career. This also poisons the well in terms of my relationships with colleagues, particularly military faculty.

Talk to (b) (6) in NSA about her experiences with sexism teaching in S&P. Also regarding the larger problem at the NWC, about NSA training new women faculty differently from men without regard for experience.

Talk to administrator (b) (6)

Talk to (b) (6) only overlapped in department with me for a year, I think, and he's not attuned to gender issues, but he can confirm that I've been struggling with how to address this situation from the beginning. I have spoken with him several times with the sexism of the department and asked his advice on handling the team teaching dynamic. On 4/1/19 I informally told (b) (6) about (b) (6) and others' bullying and harassment, focusing on my realization that it's not me but them and that I can't fix their perceptions of how women are supposed to act. Gaslighting by (b) (6) and also (b) (6)

Talk to (b) (6) a long-time mil member of the department. Don't know his position on me and my problems but could be useful for department dynamics and any observations he's made about my behavior and others' treatment of me.

Talk to teaching partners:

(b) (6)



I have no idea if any of these people will tell you things supportive of my claims. Some are likely to express dislike for me. I suggest them as people who might have useful information for you. When you talk to (b) (6) she may well say that she's done all of this and it was to help me and the department and the college. Her good intentions do not mitigate the damage she's done to my reputation and career in creating a hostile work environment based on my gender.

**(b) (6) attempts to prevent my promotion:**

11/14/17 (b) (6) and (b) (6) both said I'm in good shape for promotion. This while (b) (6) was trying to be friendly.

4/8/19 In promotion committee meeting: (b) (6) asked person reporting on my scholarship what role he played in my work being published in a journal he's an editor with. Profound lack of understanding of how journals work and attempt to discredit me as well as the editor.

As chair of my departmental promotion committee, (b) (6) questioned my teaching partners in attempt to prevent my promotion. Apparently the worst thing anyone could come up with was that they weren't sure I liked them.

(b) (6) told one member of the committee that as chair her plan had been to turn all the members against my promotion.

5/27/20 Learned that (b) (6) conveyed to my teaching partner at the beginning of the ILC 2019 term that he should take notes on me and my behavior. Continued attempt to destroy my career by preventing my promotion. Poisons my ability to work with colleagues. Attempted self-fulfilling prophecy, potentially. Humiliating, attack on my professionalism, intimidating. This is what made me decide that I had to take the problem outside the department. I realized that I still wasn't safe from this harassment and bullying.

Double standard on promotion: 1/21/14 bootstrap junior faculty member (b) (6) said our students possibly have the capabilities of civilian undergraduates. Continues to show contempt for students. Still promoted in Fall 2018.

Double standard on promotion: 7/18/20 Senior faculty (b) (6) and (b) (6) who both fought my promotion the previous year, said to other senior faculty that full reports on teaching, scholarship, and service aren't necessary for colleague (b) (6) tenure application process. Only need a paragraph or two. Also, (b) (6) and (b) (6) said there was no need to talk to his teaching partners, though (b) (6) had made a point of doing so in my case the previous year.

Potential double standard on promotion: It will be interesting to see what happens with (b) (6) (b) (6) application for promotion in process this year [he applied last year as required but the process was disrupted by the pandemic]. He has few publications and no book yet. Has some evaluations that he believes are very bad. If he's promoted when I was not, it could look like a double standard.

**Commentary:** Much of this info came to me by chance and over time. I don't know if there is more bad behavior that I haven't heard about. Some of it may be well known to other members of the department. I have no way of knowing.



I have also been told that a number of "tenured" faculty expressed discomfort with my non-feminine demeanor in the meeting to discuss my promotion, showing that beliefs about gendered behavior is the basis for criticism of me.

**Members of my departmental promotion committee:**

(b) (6) chair

(b) (6)

(b) (6) mil representative

(b) (6) sat in and took notes, which should still exist

**Also talk to all "tenured" faculty. I don't know which of them attended the meeting to discuss my promotion:**

(b) (6)

(b) (6)

Nick Murray

(b) (6)

(b) (6)

Re (b) (6)

**Two points**

2/11/19 (b) (6) yelled at me re a student complaining that I accused him of cheating or trying to cheat. (b) (6) complained to everyone she could find in the office about me, I was told.

As I told you in relating my experience of this event and the interaction with a student that preceded it, I did not accuse the student of cheating or trying to cheat.

I also relayed to you what I understood to be her story. I know you will talk with her yourself.

She was so angry that I was afraid of her. Mask of anger, seemed unable to rein herself in even in chair's office with him. Beside herself. I have rarely seen anyone this angry, and never in a professional context.

(b) (6) and I witnesses.

Talk to others in office that day about her spreading her accusation. I am sure she spoke with (b) (6) and Nick Murray. (b) (6) because she told me so and Murray because he started an email discussion on the subject among senior faculty shortly thereafter. Possibly others. Don't know who else was there but you can ask them and (b) (6) herself. Damaged my reputation and ability to work with colleagues.

2/14/19 I was told that (b) (6), Nick Murray, and (b) (6) were trying to get me punished or reprimanded somehow for allegedly accusing a student of cheating.

5/14/19 I met with (b) (6) the chair to discuss the "tenured" faculty meeting on my promotion. I asked him if there was anything he's concerned about that I could try to address before he made his recommendation on my promotion. He said there was an accusation that I take criticism badly (I was also told that the claim was that I flatly rejected (b) (6) feedback on one of my lectures). Simply not true. It's all in email. See my PDF response to (b) (6)

with all of the (b) (6) exchange. The emails are not in perfect order. Sorry! Also, I changed the lecture slide that offended her.

(b) (6) accusation was evidently taken seriously, or at least taken seriously as a tool to prevent my promotion. Damaging to my reputation and ability to work in the department. Terrible thing to say about a scholar. Humiliating, intimidating.

Re (b) (6):

**Three points**

During my application for promotion last year, 2018-2019, he repeatedly emailed the International Security Program at the Kennedy School to ask if the monograph that I wrote and they published was peer reviewed. There was already a letter in my file from the director of the program saying the monograph was peer reviewed. This is important because my promotion file would be weaker if the monograph had not been peer reviewed. See my 8/3/19 private email to the dean alerting him to this for his situational awareness. In PDF form, it includes Murray's email exchanges with ISP. The then-chair, (b) (6) and others also have this email string. I do not know who else (b) (6) forwarded it to. Attempt to damage my reputation and prevent my promotion. Embarrassing for NWC. (b) (6) at HKS asks the investigator to contact her. Humiliating, intimidating, threatening.

5/14/19 Chair emailed me that the "tenured" faculty meeting on my promotion was delayed by a Murray email circulated that weekend. He expressed a variety of opinions in it, making egregious claims about my record in saying I should not be promoted. The one serious matter of fact that the chair, (b) (6) told me I could address was Murray's claim that "one faculty member has formally complained about her (b) (6) unprofessional interactions with a student." HR issued a memo for my promotion file saying that it has no complaint about me. The other matter of fact that the chair said I could address was the claim that I never thanked Murray properly the times he took my seminars when I was ill. Murray also said that I'm ill an awful lot, which is a legal and HR can of worms to even imply. The chair and all the rest of the "tenured" faculty have the email, as do HR and the JAG's. Damaging to my reputation and ability to work with colleagues. Humiliating, threat to my job, attack on my professionalism. I think his actions to damage my career are the result of my inadvertently hurting his male pride in our few prior interactions. Tell story.

There is also the matter I mentioned in my original email of Murray taking me off an awards committee, which makes my service role look thinner at promotion time. I do not know what his motivation was but it seemed an odd decision given how, in my experience, these committees usually function. It is also possible that Murray doesn't know how these committees usually function and didn't ask anyone.

**Harassment and bullying complaint notes\***  
**To S&P chair September 11, 2020**

**\*These notes are illustrative rather than exhaustive. I took notes on all events I complain of.**

*EEOC: "Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. ... Offensive conduct may include, but is not limited to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance."*

*This describes (b) (6) behavior over six years and others' behavior during specific periods of time, e.g. (b) (6). Based on gender.*

*EEOC: "Unwelcome verbal behavior, imminent fear and intimidation." EEOC: "repeated and unwanted actions by an individual or a group intended to intimidate, harass, degrade, or offend." "Excessive micromanagement, humiliation, blame without justification."*

*(b) (6), Murray, and (b) (6). Based on gender in first two of the three cases.*

Overview:

Quick background

Gender discrimination context in department

Sexism on display

(b) (6) trying to prevent my promotion

(b) (6) anger and attacks

Murray trying to prevent my promotion

Background

(b) (6)

Two degrees from extremely male-dominated university

Worked in highly sexist food industry

Worked in heavily male dominated journalism

Work in heavily male dominated part of academia, bombs and bullets

Because of the subject of my work interact with many mil members, nearly all male

Never seen gender attitudes like those in S&P. couldn't believe it at first. Totally bought the story that everything was my fault.

gender discrimination context department: patterns of gender exclusion based on gender assumptions circa 1961 or so among some of the most powerful members.

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How women talk to fend off possible criticism and anger by male colleagues

(b) (6) on why he assigned (b) (6) to me and (b) (6) to (b) (6). Gender-based assumption about what women are like.

(b) (6) on who counts as "we": the men. "we only wear suits on stage." All the women in the department at that time wore suits all the time.

Language: manning, coat and tie.

Woman officer wrote a long comment in a recent student evaluation pointing out that she was routinely shouted down in seminar by the men present, including moderators, and that other women and POC had same experiences in S&P and other departments.

Teaching partners telling me that women and POC who get shouted down need to deal with it themselves because that's real life. Pedagogically problematic as well as discriminatory.

It is evident that a number of my colleagues mil and civ have simply not met or interacted someone like me before: a woman who is a scholar who works on hard-core security issues who is single and who is competent and confident. Their brains can't conceive of it.

All of this creates and continues a hostile work environment in which I am afraid of my colleagues and fear for my job despite good performance.

Details next:

**Departmental sexism and source of (b) (6) targeting me over six years for allegedly having a problem with mil officers and men:**

Patterns over time of humiliation, intimidation, bullying, criticisms that would not be directed at men.

(b) (6) was on leave the first year I was here so nothing from 2013-2014 AY on her behavior.

11/5/14 I sought (b) (6) out to ask her advice about team teaching. She questioned my abilities and professionalism, dismissed my experience as a teacher, dismissed as absurd the possibility that the problem might be on both sides, contradicted everything I said and when I agreed with things she said she also contradicted me. Evidently considered me someone who thinks military officers are stupid oafs. Didn't ask questions about how I work with partner, pointed out that I know nothing about what we teach [au contraire] since I've never been in the military or in combat [she has not either]. She also focused on the importance of pleasing students rather than helping them learn, which is not my goal. Said to let sexism roll off my back. Her teaching partner entered the room and she continued discussing me and my teaching partner in personal terms. Unprofessional, poisons atmosphere of department, and poisons the well for me with mil faculty. Demeaning. Humiliating. Intimidating.

3/12/14 (b) (6) told me my head cock when I lecture is insecurity. Also that I'm original so people don't know what to make of me. Say this to male faculty? Unlikely. Demeaning. Humiliating.

2/3/15 (b) (6) talked to me about my lecturing, saying again that I cock my head and shouldn't, and that I shouldn't pause in lectures. Said she was sent by male faculty. She said she was

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delivering their message. "It's because of sexual harassment, of course." None of this would be said to a male lecturer. Demeaning. Humiliating. Intimidating: message was don't complain.

3/24/15 (b) (6) claimed I dissed my teaching partner. [I have no idea what she's talking about.] intimidating, humiliating.

5/2/15 (b) (6) again claimed I dissed my teaching partner. Builds sense that everything is my fault. Intimidating, humiliating.

5/17/15 (b) (6) told me that, regarding complaints that I don't like men [none of which I have heard], that it's a predominantly male place and she handles it well because she has brothers. No mention of need for attitude adjustment on part of men. Clear implication that I'm not handling it well but all this is still from (b) (6) not any teaching partners. Places all blame on me for problem no one but she is bringing up. Also demeaning. Intimidating: don't complain, change how you act or else.

3/12/15 (b) (6) complained again that I cock my head when I lecture, like a border collie, and said it was because I'm insecure. Perfect example of transference. Also it's my confidence and competence that grate on some of my colleagues, including her. Say to a man? Nope. Demeaning. Offensive. Intimidating.

7/21/15 I met with chair (b) (6) and XO (b) (6) for PARS. XO yelled at me, disparaged all things "academic." Said I'm too "authoritarian." Both said I'm "too intense." XO outraged at thought that gender might be playing a role in the teaching partner discomfort he was telling me about [nothing from teaching partners to me]. Despite all this criticism, chair noted nonetheless that my Fall ILC evaluation scores were above average and that my scores rose with the notoriously difficult seniors this term. Demeaning and inappropriate and unprofessional to shout at me. Both interlocutors seemed to be reaching for criticisms. Humiliating and very intimidating. Threatened my mou. Say these things to a man? Nope.

I sent emails asking the chair for benchmarks to meet so I'd know what I should be aiming for, given his criticisms. Never got any, heightening likelihood that criticisms are not serious but meant to intimidate.

I have more similar accounts of PARS meetings with (b) (6) so consider this representative. During his five years as chair (b) (6) threatened my job at every PARS meeting, heightening sense of intimidation, threat, hostility, reinforcing position that I was doing everything wrong and was the only one at fault.

10/30/15 (b) (6) told me that I freak out the military faculty and I should try to scare them less. Clearly providing a perspective gained from someone. Don't know who. Again emphasis that this is my fault and in my power to correct. No discussion of mil mods' responsibility to pull up their big-boy pants.

3/6/16 I learned some specifics about teaching partner and XO complaints to (b) (6) and other senior faculty. (b) (6) XO reportedly complained every time I sent in a note saying I'm

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working at home, which the had chair had told us all to do. (b) (6) also complained that I knew nothing about leadership, don't like men, and don't respect rank. No counseling from chair for complainers to grow up. Nothing on paper because they're afraid of retaliation. Nothing directly to me. Intimidating, humiliating. Not likely to say to a man.

3/16/16 More problems complainers see as relayed to me, not by complainers: I have a problem with male officers. I'm probably a feminist. I'm rigid and aloof. (b) (6) was offended that I asked him to help me clean the whiteboards. He also complained that I try to make students into political scientists, but no one says this about (b) (6), who according to his teaching partners says little that makes sense to his students (e.g., (b) (6) (very political sciencey!)). (b) (6) labeled me a problem because several of my students appealed their grades but (b) (6) said in a retreat later that she gets grade appeals all the time so this seems like a manufactured problem. Complaints that I'm a vegan. (b) (6) complained that I locked our office door when I left, locking him out, but he never told me. No direct complaints to me from teaching partners. Unlikely to hear these petty complaints about a man. No mention of counseling to tell these people to act like professionals and talk to me if they have a problem with what I do or say.

5/4/16 (b) (6) mocked me as a vegan [which I am not]. More manufactured outrage. Humiliating.

6/30/16 Reportedly chair complained that I wasn't at every one of the job talks for post-docs. He didn't look to see that I was on record as being out of town and at the doctor for the talks I missed. Also reportedly there were senior faculty complaints that I wasn't at the CIWAG conference when I should have been because I'm the irregular warfare person. Was (b) (6) mentioned as well as the senior IW person? Was he available? I had not been told that I should attend. Seems like seizing the opportunity to criticize me and potentially not a man in the same situation of non-attendance. Intimidation: watch your step. But I hadn't done anything wrong.

4/9/18 (b) (6) told me that requiring everyone to attend lectures would make the department more harmonious: We all used to go and things were better then. I disagreed and explained that I thought the problems and disagreements were more fundamental. She seemed angry and hostile, scaring me. She seemed to want to trap me into saying something she could use against me or goad me into some misbehavior. She kept misquoting me when I said things. E.g., when I said the department agrees on little, even definitions such as for grand strategy, at the core of what we teach in SLC, her response was, "Oh so only political scientists can understand the concept of grand strategy."

5/22/18 (b) (6) told me I have problems with teaching partners [which I'm unaware of] because I'm smart and that intimidates them. Be a den mother and be careful to not hurt their feelings, she said. No mention of need for attitude adjustment and professionalism on their part. Unlikely to be said to a man, demeaning, humiliating, intimidating (here's what you have to do to keep your job). Note that (b) (6) may have been soliciting negative responses from teaching partners rather than responding to their independent expressions of dissatisfaction or frustration.

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6/7/18 At retreat (b) (6) told me she wouldn't call on me because I'd already talked enough. Say to man? Nope. Not something others in this department would notice or remember though most were there. Not something colleagues here would say to a man. Demeaning, humiliating, intimidating (a clear order to keep my mouth shut).

2/13/19 (b) (6) told me my job is to be a den mother, to be in the office all the time to listen to whoever pops in. Not said to men, humiliating, denigrates my abilities and professionalism, intimidating.

9/27/19 (b) (6) attacked my scholarship over El Salvador monograph. How can you say it was a success ...? She's socially awkward but this was clearly a studied attack and very odd. I was afraid, believed that she was behaving threateningly. (b) (6) present. Intimidation and humiliation.

2/13/19 (b) (6) said I should be here in the office for teaching partners, be a "den mom." It's not what she expected to have to do but she does it. Said to ask teaching partners all the time what they need to feel comfortable, as she does. Questionable whether she actually does this based on her presentations in bootstrap. Certainly I constantly ask teaching partners what they want to do with seminar. Still nothing from teaching partners themselves. Intimidation. Humiliating. Denies my experience and professional expertise.

You can see the consistent message over time that I am doing things wrong and I'm unprofessional and unskilled. At fault for all complaints and problems raised by others. Also the attempts to smear me: man hater, feminist, journalist so can't trust her, mil hater, vegan (!). See with (b) (6) the so-called queen bee syndrome (prevent other women from rising behind you) and with her and others the competence trap (women who are competent are seen as unlikeable). A number of my colleagues are evidently threatened by my existence. That's out of my hands. Intimidation, humiliation, threats to my job based on gender assumptions.

NOTE THE GAP IN (b) (6) CRITICISM IN 2017 in above evidence. This was when she told me she'd become a big fan and wanted me to stay in the department. Something changed for (b) (6). I think it was my declining to behave like her despite her continued insistence that I do so. She's felt badly treated for all her 20-odd years in the department. She apparently developed an apologetic persona intended to avoid seeming threatening to her colleagues, as did (b) (6) and (b) (6). Since I arrived, neither (b) (6) nor (b) (6) do this any more. Big change.

**(b) (6) attempts to prevent my promotion:**

11/14/17 (b) (6) and (b) (6) both said I'm in good shape for promotion. This while (b) (6) was trying to be friendly.

4/8/19 In promotion committee meeting: (b) (6) asked person reporting on my scholarship what role he played in my work being published in a journal he's an editor with. Profound lack of understanding of how journals work and attempt to discredit me as well as the editor.

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As chair of committee, questioned my teaching partners in attempt to prevent my promotion. Apparently the worst thing anyone could come up with was that they weren't sure I liked them.

(b) (6) told one member of the committee that her plan had been to turn all the members against my promotion.

5/27/20 Learned that (b) (6) conveyed to my teaching partner at the beginning of the ILC 2019 term that he should take notes on me and my behavior. Continued attempt to destroy my career by preventing my promotion. Poisons ability to work with colleagues. Attempted self-fulfilling prophecy, potentially. Humiliating, attack on my professionalism, intimidating.

Double standard on promotion: 1/21/14 bootstrap (b) (6) says our students possibly have the capabilities of undergraduates. Continues to show contempt for students. Still promoted in Fall 2018.

Double standard on promotion: 7/18/20 Senior faculty (b) (6) and (b) (6) who fought my promotion the previous year say that full reports on teaching, scholarship, and service aren't necessary for colleague (b) (6) promotion. Only need a paragraph or two. And no need to talk to his teaching partners, though (b) (6) had in my case, according to (b) (6) and (b) (6)

Double standard on promotion: It will be interesting to see what happens with (b) (6) application. He has few pubs and no book yet. Has some evaluations that he believes are very bad. If he's promoted when I was not, it will look like a double standard.

Much of this info came to me by chance and over time. I don't know if there is more bad behavior that I haven't heard about. Some of it may be well known to other members of the department. I have no way of knowing. I have also been told that a number of "tenured" faculty expressed discomfort with my non-feminine demeanor in the meeting to discuss my promotion, showing that beliefs about gendered behavior is the basis for criticism of me.

Re (b) (6) :

**Two points**

2/11/19 (b) (6) yelled at me re student complaint of accusation of cheating. (b) (6) complained to everyone she could find in the office about me, I was told.

My story.

Her story.

So angry I was afraid of her. Mask of anger, seemed unable to rein herself in even in chair's office with him.

(b) (6) and I witnesses.

Talk to others in office that day about her spreading her story. (b) (6) Murray, (b) (6) (b) (6) Don't know who else but you can ask them and (b) (6) herself. Damaged my reputation and ability to work with colleagues.

2/14/19 I was told that (b) (6) (b) (6) Murray, and (b) (6) were trying to get me punished or reprimanded somehow for allegedly accusing a student of cheating. Ask senior faculty and (b) (6) about this.

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5/14/19 I met with (b) (6) to discuss the “tenured” faculty meeting on my promotion. I asked him if there was anything he’s concerned about that I could address. He said there was an accusation that I take criticism badly (I was also told that the claim was that I flatly rejected (b) (6) feedback on one of my lectures). Simply not true. See my PDF response to (b) (6) with all of (b) (6) exchange, not in perfect order. Also, I changed the slide that offended her.

Her accusation was evidently taken seriously, or at least taken seriously as a tool to prevent my promotion. Damaging to my reputation and ability to work in the department. Terrible thing to say about a scholar. Humiliating, intimidating (again, message to keep quiet).

#### **Re Murray:**

##### **Also two points**

During my application for promotion year, 2018, he repeatedly emailed ISP to ask if my monograph was peer reviewed. There was already a letter in my file from the director of the program saying the monograph was peer reviewed. This is important because my promotion file would be weaker if the monograph was not peer reviewed. See my 8/3/19 email to the dean about this. In PDF form includes Murray’s exchanges with Belfer. Attempt to damage my reputation and prevent my promotion. Embarrassing for NWC. (b) (6) at HKS asks the investigator to contact her. Humiliating, intimidating, threatening.

5/14/19 Chair emailed me that the “tenured” faculty meeting on my promotion was delayed by Murray email circulated that weekend. Variety of opinions expressed. The one serious matter of fact that the chair asked me to address was Murray’s claim that “one faculty member has formally complained about her (b) (6) unprofessional interactions with a student.” HR issued a memo for my promotion file saying that it has no complaint about me. The other matter of fact that the chair suggested I address was the claim that I never thanked Murray properly the times when he took my seminars when I was ill. Murray also said that I’m ill an awful lot, which is a legal and HR can of worms to even imply. The chair and all the rest of the “tenured” faculty have the email, as do HR and JAG’s. Damaging to my reputation and ability to work with colleagues. Humiliating, threat to my job, attack on my professionalism.

WHY I THINK IT’S SEXISM: I think I hurt his male pride. Story of my few interactions with him.

Note that the then-chair, in discussing my promotion process with me, suggested that I send more effusive emails based on Murray’s complaint. Say to a male faculty member? Unlikely.

What do I want? I want this nonsense to stop. No more attacks, no more claims about a mythical bad relationship with mil men. No more threats to my job based on myths.

Appending two PDF’s: Murray and Belfer exchange, and (b) (6) exchange on lecture.

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APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

(b) (6)

have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

(b) (6)

have been informed and I understand, that as a federal employee, I am required to cooperate with official investigation by providing fully truthful, complete, and candid answers.

(b) (6)

have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

(b) (6)

have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

(b) (6)

have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for disciplinary action which may result in, among other things, my removal from federal service.

(b) (6)

21 May 2021  
DATE & TIME

NAME (PRINTED) /

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(b) (6)

28 May 21 11:07 AM

DATE & TIME

(b) (6)

NAME (PRINTED)



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(b) (6)

MAY 25 2021  
DATE & TIME

NAME (PRINTED)

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SIG

(b) (6)

6/4/2021  
DATE & TIME

NAME (PRINTED)

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(b) (6)

4 June 2021

DATE & TIME

(b) (6)

NAME (PRINTED)

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☒ I have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

☒ I have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

☒ I have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for disciplinary action which may result in, among other things, my removal from federal service.

(b) (6)

SIGNATURE

9/23/21

DATE & TIME

(b) (6)

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

☒ I have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

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(b) (6)

SIG

21 SEP 2020 1353

DATE & TIME

NAME (PRINTED)



## APPENDIX O: KALKINES WARNING

### Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

(b) (6) have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

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(b) (6) have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

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(b) (6) have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for disciplinary action which may result in, among other things, my removal from federal service.

SIGNATURE

DATE & TIME

5/25/2021 1500

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

(b) (6)

I have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

(b) (6)

I have been informed and I understand, that as a federal employee, I am required to cooperate with this official investigation by providing fully truthful, complete, and candid answers.

(b) (6)

I have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

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I have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

(b) (6)

I have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for disciplinary action which may result in, among other things, my removal from federal service.

(b) (6)

9 JUN 2021  
DATE & TIME

(b) (6)

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

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(b) (6)

05/12/2021  
DATE & TIME

NAME (PRINTED)

## APPENDIX O: KALKINES WARNING

### Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

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I have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

(b) (6)

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(b) (6)

I have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

(b) (6)

I have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

(b) (6)

I have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

(b) (6)

21 May 2021 1350  
DATE & TIME

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

(b) (6)

have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

(b) (6)

have been informed and I understand, that as a federal employee, I am required to cooperate with this official investigation by providing fully truthful, complete, and candid answers.

(b) (6)

have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

(b) (6)

I have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

(b) (6)

have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide it, or if I provide information that I know is false, my providing false information can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

(b) (6)

8 June 2021

DATE & TIME

NAME (PRINTED)



## APPENDIX O: KALKINES WARNING

### Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

(b) (6) have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

(b) (6) have been informed and I understand, that as a federal employee, I am required to cooperate with this official investigation by providing fully truthful, complete, and candid answers.

(b) (6) have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

(b) (6) have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

(b) (6) have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

(b) (6)

5/7/21  
DATE & TIME

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

NY

I have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

NM

I have been informed and I understand, that as a federal employee, I am required to cooperate with this official investigation by providing fully truthful, complete, and candid answers.

NM

I have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

NM

I have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

NM

I have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for disciplinary action which may result in, among other things, my removal from federal service.

NM

SIGNATURE

DATE & TIME

Nicholas Murray

06/01/2021

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

(b) (6) I have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

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(b) (6) I have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

(b) (6) I have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

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(b) (6)

5/14/21  
DATE & TIME

(b) (6)

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

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I have been informed and I understand that this is an official investigation involving matters relating to my official duties as a federal employee.

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(b) (6)

I have been informed and I understand that if I refuse to cooperate and answer questions in this official investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, my removal from federal service.

(b) (6)

I have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

(b) (6)

I have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for In, among other things, my removal from federal service.

(b) (6)

5/21/21

TIME

(b) (6)

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

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I have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for disciplinary action which may result in, among other things, my removal from federal service.

(b) (6)

28 May 21 14:03

SIGNATURE

DATE & TIME

(b) (6)

NAME (PRINTED)



APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

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(b) (6)

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(b) (6)

I have been informed and I understand if I provide information during this official investigation that I know is false, my providing false information can be a basis for disciplinary action, and among other things, my removal from federal service.

(b) (6)

25 June 2021 / 1000

(b) (6)

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

Employee Information and Acknowledgment Form (Use Immunity)

Read carefully and initial each section:

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☒ I have been informed and I understand that neither the information I provide in response to questions by the investigator nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I may provide.

☒ I have been informed and I understand if I provide information during this official investigation that I know to be false at the time I provide that information, my providing false information can be a basis for disciplinary action which may result in, among other things, my removal from federal service.

09 June 2021 - 1000

SIG

DATE & TIME

NAME (PRINTED)

APPENDIX O: KALKINES WARNING

(b) (6)

Employee Information and Acknowledgment Form (Use Immunity)

and initial each section:

I am informed and I understand that this is an official investigation involving matters relating to my duties as a federal employee.

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I am informed and I understand that if I refuse to cooperate and answer questions in this investigation, my refusal can be a basis for disciplinary action, which may result in, among other things, removal from federal service.

I am informed and I understand that neither the information I provide in response to questions nor any evidence gained by reason of my answers will be used against me in a criminal proceeding, except that I may be subject to criminal prosecution for any false information that I provide.

I am informed and I understand if I provide information during this official investigation that I know at the time I provide that information, my providing false information can be a basis for disciplinary action, among other things, my removal from federal service.

(b) (6)

5/12/21

SIGNATURE

(b) (6)

NAME (PRINTED)

**Re: Follow up regarding an article: peer review**

Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

Wed 4/24/2019 5:34 PM

To: (b) (6)

Thank you, I should have been more explicit.

Nick

Nicholas Murray, D.Phil., F.R.Hist.S.

Department of Strategy and Policy

U.S. Naval War College

<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

---

**From:** (b) (6)

**Sent:** Wednesday, April 24, 2019 5:33 PM

**To:** Murray, Nicholas A., CIV, NAVWARCOL

**Subject:** RE: Follow up regarding an article: peer review

Yes, it was successfully peer-reviewed and then published.

**From:** Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

**Sent:** Wednesday, April 24, 2019 5:31 PM

**To:** (b) (6)

**Subject:** Re: Follow up regarding an article: peer review

Dear (b) (6)

(b) (6) sends his best.

Thank you again, and I am sorry to be a pain but does this count as a successfully peer reviewed publication?

This may be pedantic, but I reread your response as 'the paper was sent out but possibly not accepted with the discussion paper being published anyway.' I suspect I am reading far too much into this, but I am trying to make sure I have this correct.

Thank you again.

Sincerely,

Nick

Nicholas Murray, D.Phil., F.R.Hist.S.

Department of Strategy and Policy

U.S. Naval War College

<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

---

**From:** (b) (6)  
**Sent:** Wednesday, April 24, 2019 2:07 PM  
**To:** Murray, Nicholas A., CIV, NAVWARCOL  
**Subject:** RE: Follow up regarding an article: peer review

Dear Dr. Murray,

The International Security Program Discussion Papers are vetted and edited by the members of the International Security Program publications team. As a rule, they are not sent out for peer review, but sometimes are.

Discussion Papers published by other parts of the Belfer Center vary in their treatment.

(b) (6) discussion paper was sent out for peer review.

Tell (b) (6) that I said "hello!"

Sincerely,

(b) (6)

**From:** Murray, Nicholas A., CIV, NAVWARCOL <[Nicholas.Murray@usnwc.edu](mailto:Nicholas.Murray@usnwc.edu)>

**Sent:** Wednesday, April 24, 2019 12:58 PM

**To:** (b) (6)

**Subject:** Follow up regarding an article: peer review

Dear (b) (6) (If I may),

I called yesterday to ask about an article. I am interested in the series and I am looking at the series for students. In addition, a colleague (b) (6) is applying for tenure and listed the piece on her c.v. I should have made this clearer yesterday, but I was unfortunately in a rush and as I am half deaf I sometimes panic on the phone.

Please could you confirm if this paper was peer reviewed.



I have linked the article below, and (b) (6) recommended I email you to follow up.

(b) (6)

Thank you for your time and assistance.

Sincerely,  
Nick Murray

Nicholas Murray D.Phil., F.R.Hist.S.

Strategy and Policy Department

U.S. Naval War College

<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

<https://kansaspress.ku.edu/978-0-7006-2676-2.html>

↩ Reply   ▾   🗑 Delete   🚫 Junk   Block   ⋮

## Fwd: Follow up regarding an article: peer review

① You forwarded this message on Wed 4/24/2019 3:27 PM



Murray, Nicholas A., CIV, NAVWARCOL

Wed 4/24/2019 3:06 PM

👍   ↩   ⏪   ➡   ⋮

To: (b) (6)  
Bcc: (b) (6)

Dear (b) (6)

I confirmed in writing that (b) (6) article was peer reviewed despite the series not normally doing that.

I hope this helps.

Best,

Nick

Nicholas Murray, D.Phil., F.R.Hist.S.  
Department of Strategy and Policy  
U.S. Naval War College  
<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

---

**From:** Murray, Nicholas A., CIV, NAVWARCOL <nicholas.murray@usnwc.edu>

**Sent:** Wednesday, April 24, 2019 12:57 PM

**To:** (b) (6)

**Subject:** Follow up regarding an article: peer review

Dear (b) (6) (If I may),

I called yesterday to ask about an article. I am interested in the series and I am looking at the series for students. In addition, a colleague (b) (6) is applying for tenure and listed the piece on her c.v. I should have made this clearer yesterday, but I was unfortunately in a rush and as I am half deaf I sometimes panic on the phone.

Please could you confirm if this paper was peer reviewed.

I have linked the article below, and (b) (6) recommended I email you to follow up.

(b) (6)

Interview with **Prof. Nicholas Murray** conducted 0900-1030 on 1 June 2021

*Nicholas Murray is a Professor on the faculty of the S&P Department. In her statements, (b) (6) made specific allegations against (b) (6). The three primary issues were 1) (b) (6) contacts with the Belfer Center (HKS) in 2019 in which he solicited information regarding peer review of an on-line article by (b) (6); 2) negative opinions expressed by Prof. Murray regarding (b) (6) during her application process for promotion and tenure; and 3) Prof. Murray's intercession to have (b) (6) removed from an awards committee.*

*Regarding the Belfer Center (HKS) issue. My question was whether the article that Jill had published on-line had been peer-reviewed. Belfer told me that such articles were not routinely peer-reviewed, but in this case it was. I passed this information to the chair of the promotion and tenure committee along with an 'okay.' Who told (b) (6) about this? I don't know. Typically on-line articles are not allowed in a promotion packet even if peer-reviewed. This is a double standard.*

*With respect to any incidents involving (b) (6) and any other faculty or staff members. I have had relatively little contact with (b) (6). I have nothing specific to cite.*

*Regarding Prof. Murray's expressed opinions of (b) (6). (b) (6) is thin-skinned and highly opinionated and this has led to a fractious environment. (b) (6) lectures were not the worst. But they were poor and with factual errors that kept getting repeated. She had been informed of these deficiencies but they were not fixed. Her presentation style is not the best. Her last lecture was embarrassing. There was not coherent narrative. She has a style that the students dislike, but their comments are not really reasonable with respect to dress and mannerisms. The issue is facts/coherency. There were a higher number of negative student comments for (b) (6) than for other professors. There were consistent comments on factual issues. (b) (6) was not around the War College even before the promotion and tenure process. Others are like that. There is no formal rule, but the message should be that we should be available. Research requirements here are not that stringent. I covered classes for her two or three times and without any thanks from (b) (6).*

*Regarding the awards committee issue. (b) (6) submitted one of her own student's papers for an award. This was a conflict of interest. About 5 to 6 people have been excluded from competition for the same reason. This was part of the (b) (6) investigation. I did not talk to (b) (6) about this but went through (b) (6). I will provide you the relevant e-mails on this.*

*With respect to the Zoom meeting of tenured professors. It was contentious. The data given did not match the reports. The vote was split. A number of people held the view that the report was "white-washed." The claims in the initial letter were clearly not true. Specifically, that "(b) (6) solicits feedback and responds to it." But that resulted in the bullying complaint, which we were not allowed to discuss. The data presented at the meeting did not match what was said. The meeting was contentious. The issue of sexual discrimination came up at the meeting based upon student comments, but this was an opinion. There was nothing specific said in that regard, it was more abstract. Some of the student comments regarding (b) (6) were disgraceful, but not uncommon for student comments.*

*Regarding the 2019 promotion and tenure process for (b) (6). (b) (6) was responsible for the scholarship portion of the package assessment. He had a conflict of interest due to his being the publisher of the journal that she was published in. (b) (6) had directed us to "do your own research*

on her packet,” and that is what I did. Part of that packet was a published article that was in the journal published by (b) (6) -- the Journal of Strategic Studies. It is a clear conflict of interest as he was a member of the promotion and tenure committee. It was a failure to follow procedures. How did (b) (6) find out? Why did (b) (6) take issue with this? I had no previous run-ins with (b) (6). I maybe had two conversations with Jill prior to this incident. There is a lack of consistency here.

*Regarding the issue of (b) (6) student.* (b) (6) asked whether this interaction was normal. I sent an e-mail to the fulls without names and the response was that it was not normal.

In terms of the overall climate in S&P, (b) (6), (b) (6), and (b) (6) have all been marginalized. (b) (6) left after a death of a thousand cuts. Murray was marginalized – that is, prevented from applying for promotion in 2016. In terms of promotion and tenure processes, (b) (6) was lazy, (b) (6) exhibited animus -- outspokenness. There has been a lack of consistency across the chairs. (b) (6) (b) (6) has made the first attempt to apply the promotion and tenure process.

PARS is left effectively blank. There are no formal complaints and thus there is a lack of formal assessment criteria for the faculty.

*Regarding evidence of harassment, bullying intimidation and sex discrimination.* I have heard (b) (6) (b) (6) referred to as a bitch. I have experienced language from the faculty and students belittling (b) (6). For women and Jewish people there is a pattern of behavior. The department is split with a vacuum of leadership within S&P and on the academic side. It is there and women have a harder time.

There is an excuse that things used to be more collegial. There exists a military/civilian split as well as a historian/political scientist split. Females are overburdened with things like committee assignments because there are so few of them.

There was not process prior to the new promotion and tenure rules. It was an old boy's network.

Some incoming juniors are more qualified than some seniors on the faculty and this causes tension. The standards for promotion and tenure have not been evenly applied – especially with respect to the older faculty. There are two senior professors on the faculty without a published book.

S&P is the worst place for civilian-military relationships. It is dis-functional. The military are used as glorified lackeys.

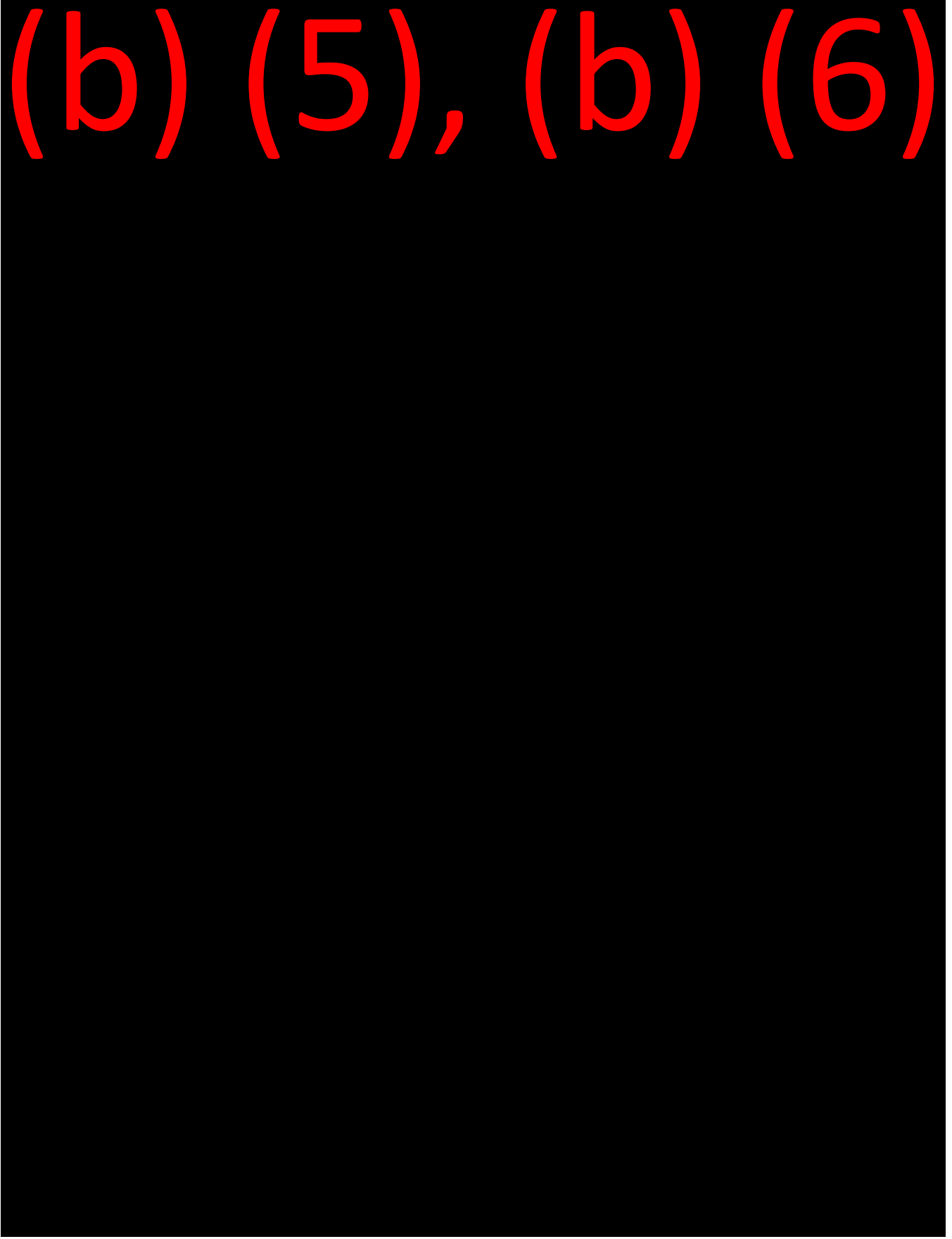
Regarding (b) (6)? Mostly rumors. No department chairman has ever seen me teach, so there was likely little substantive evaluation of her performance. Only the active duty military instructors get to see actual teaching. Student evaluations are the only evaluations conducted of the faculty. Was this lack of process for evaluation unfair to (b) (6)?

As for lectures, all faculty are supposed to sit in on all new lectures. Some faculty sit in on all lectures. Probably all faculty sit in on the first year, or of the lecture is substantially revised.


The promotion and tenure procedure is decent, but not up to par with most schools.

(b) (6) was turned down for promotion and tenure in 2019. (b) (6) was the only other individual turned down for promotion, but he eventually got tenure due to his having tenure at a previous institution. I withdrew my own applications with a 6-3 vote.

(b) (5), (b) (6)



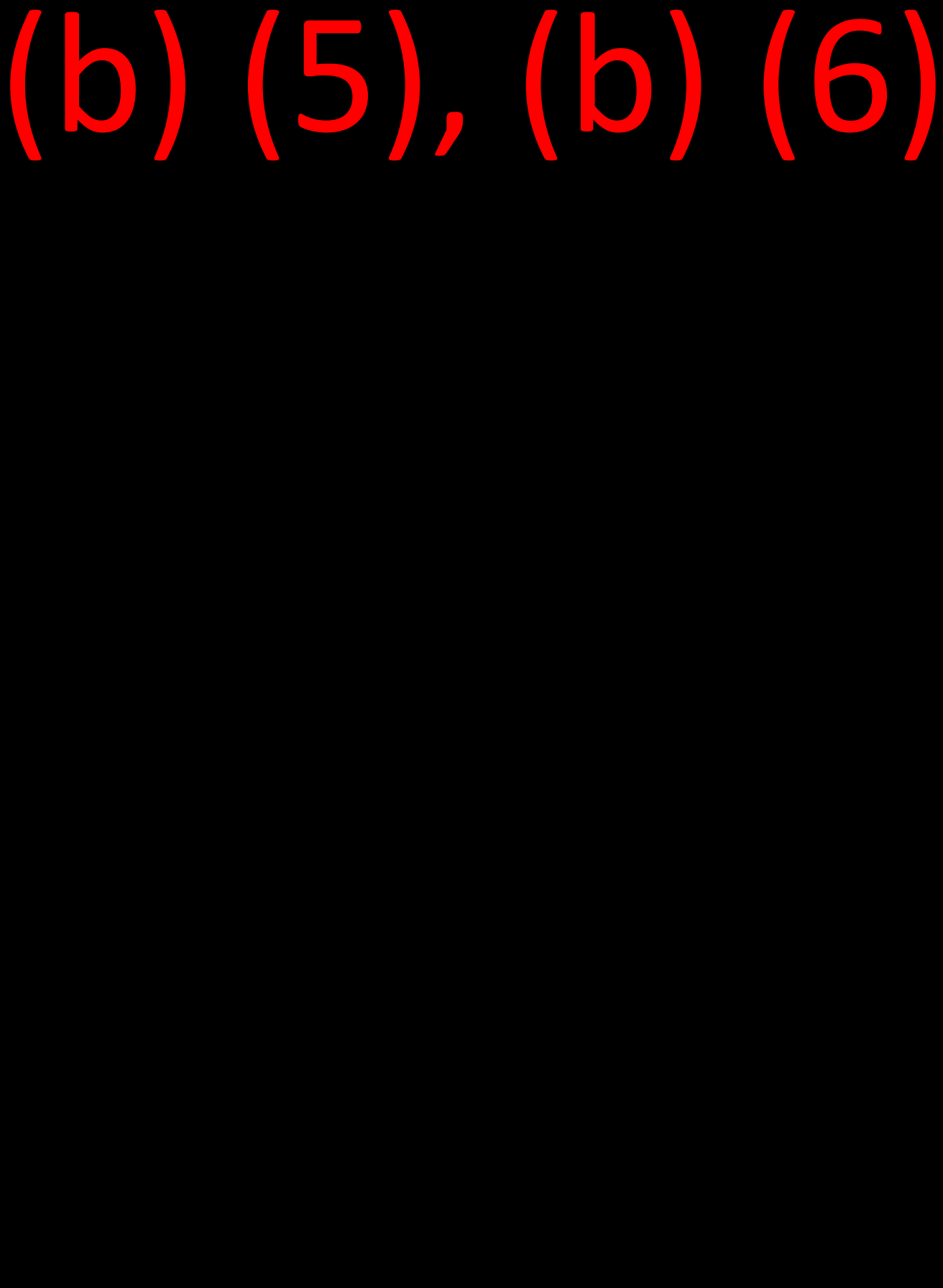
(b) (5), (b) (6)



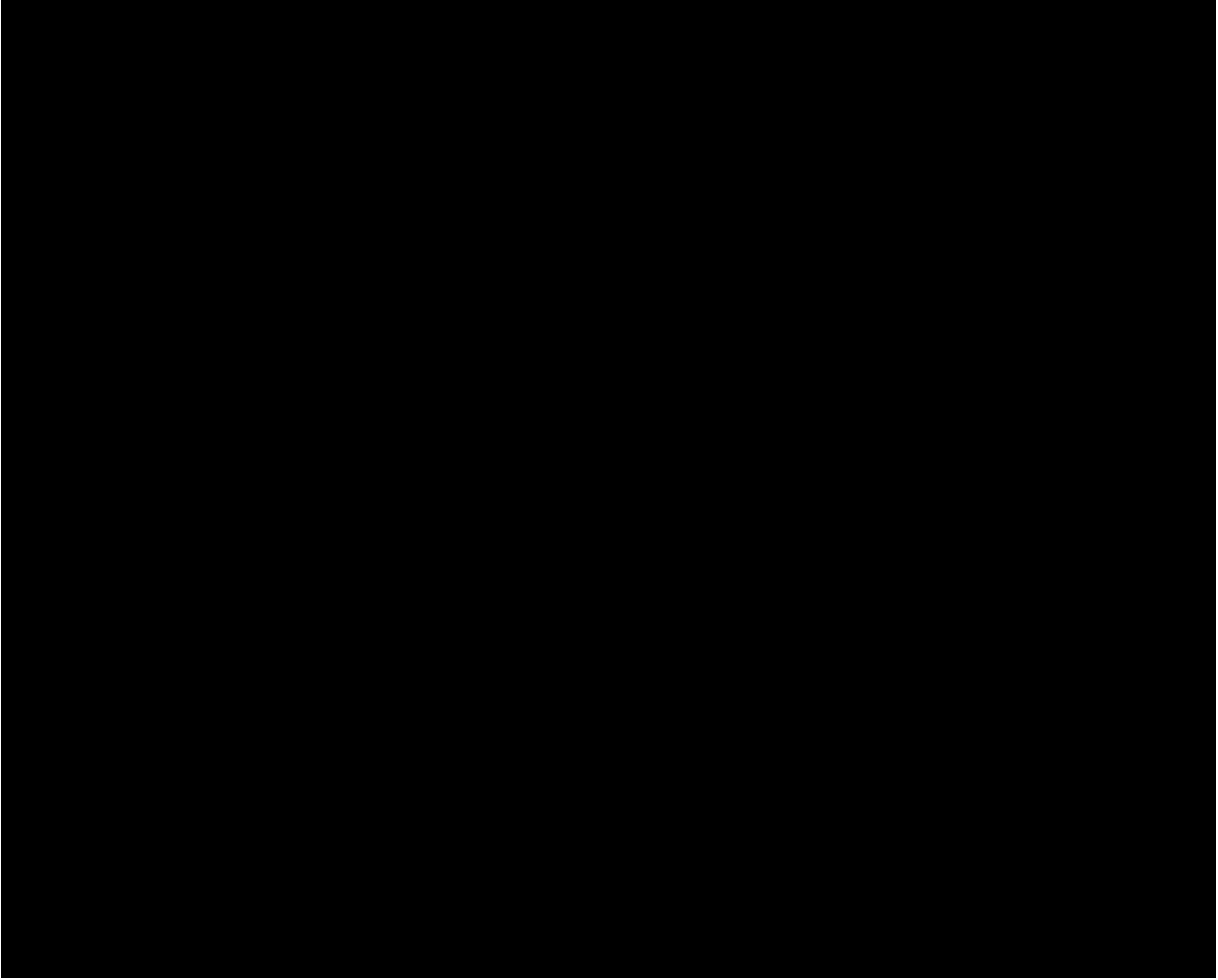


(b) (5), (b) (6)

(b) (5), (b) (6)

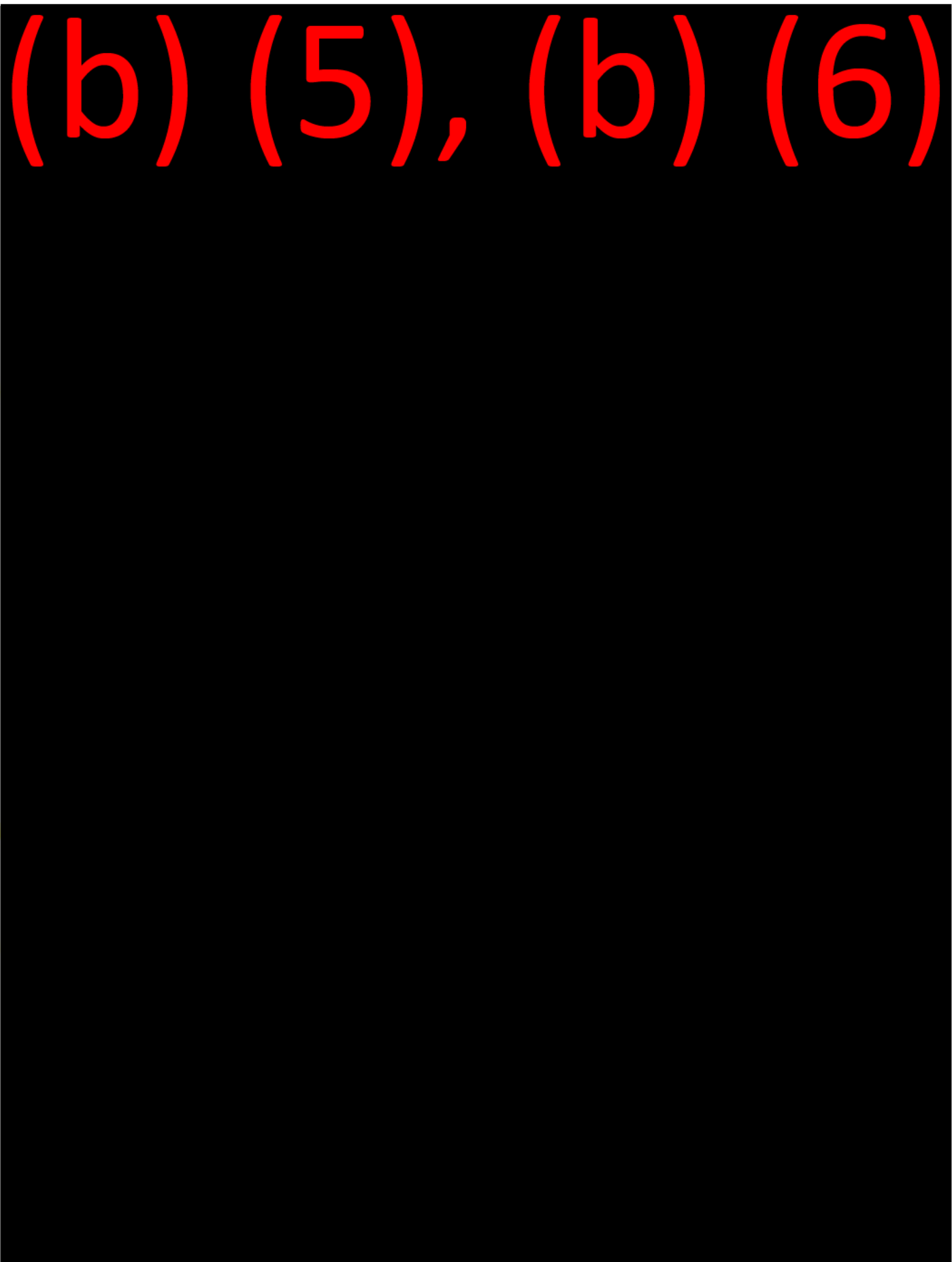


(b) (5), (b) (6)



Follow-up

(b) (5), (b) (6)



(b) (6)

(b) (6) x | +

(b) (6)

(b) (6)

Download Full screen Print

11:25



(b) (6)

iMessage  
Sun, Feb 7, 11:25 AM

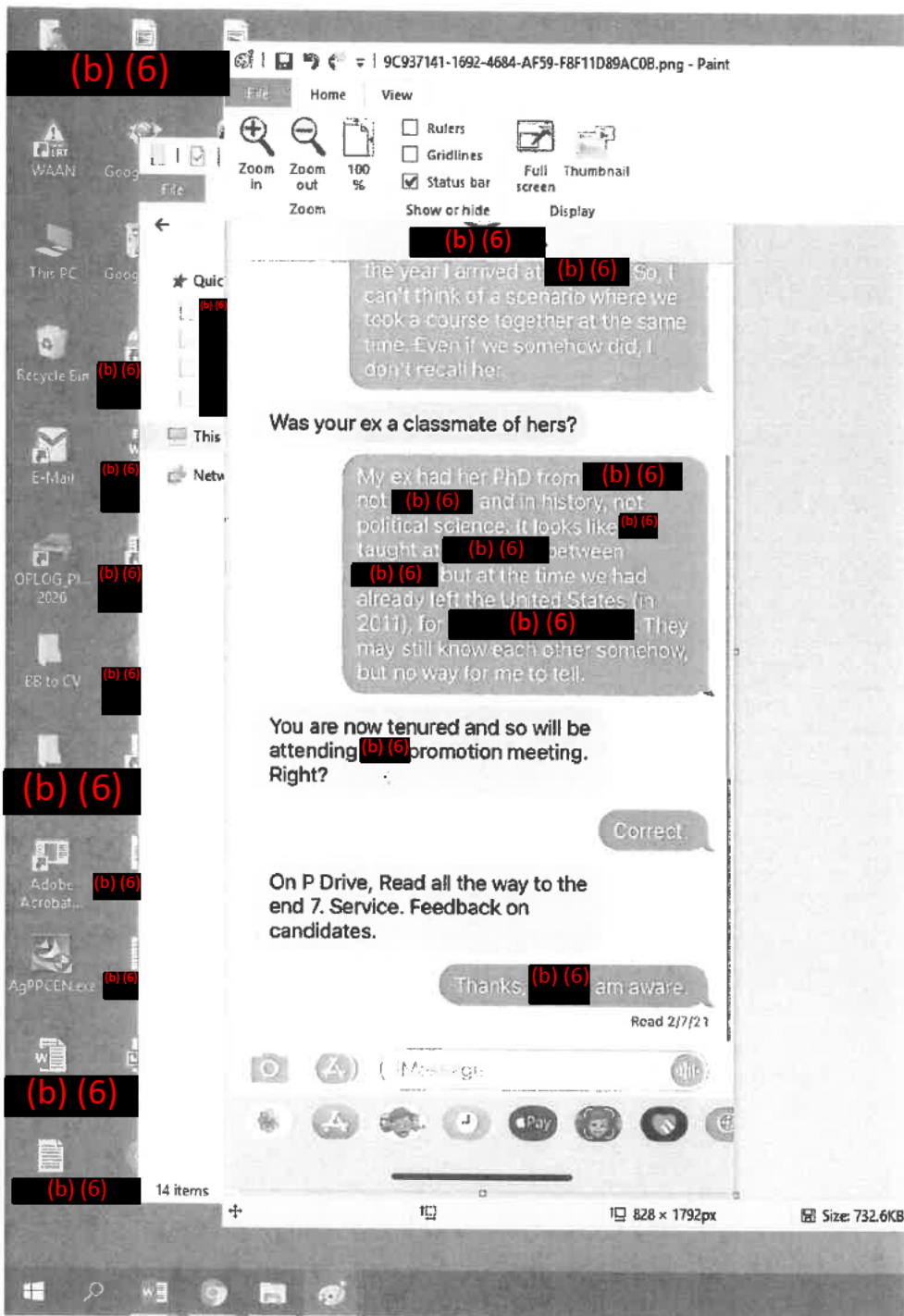
(b) (6) were you and (b) (6) classmates  
at (b) (6)?

Hi (b) (6) No, we weren't. As far as I know she has a masters there, so technically we can't be classmates. While PhD students and MA students can take most of the classes together, they are considered in different terms. I just checked, she got her MA in 2004, the year I arrived at (b) (6). So, I can't think of a scenario where we took a course together at the same time. Even if we somehow did, I don't recall her.

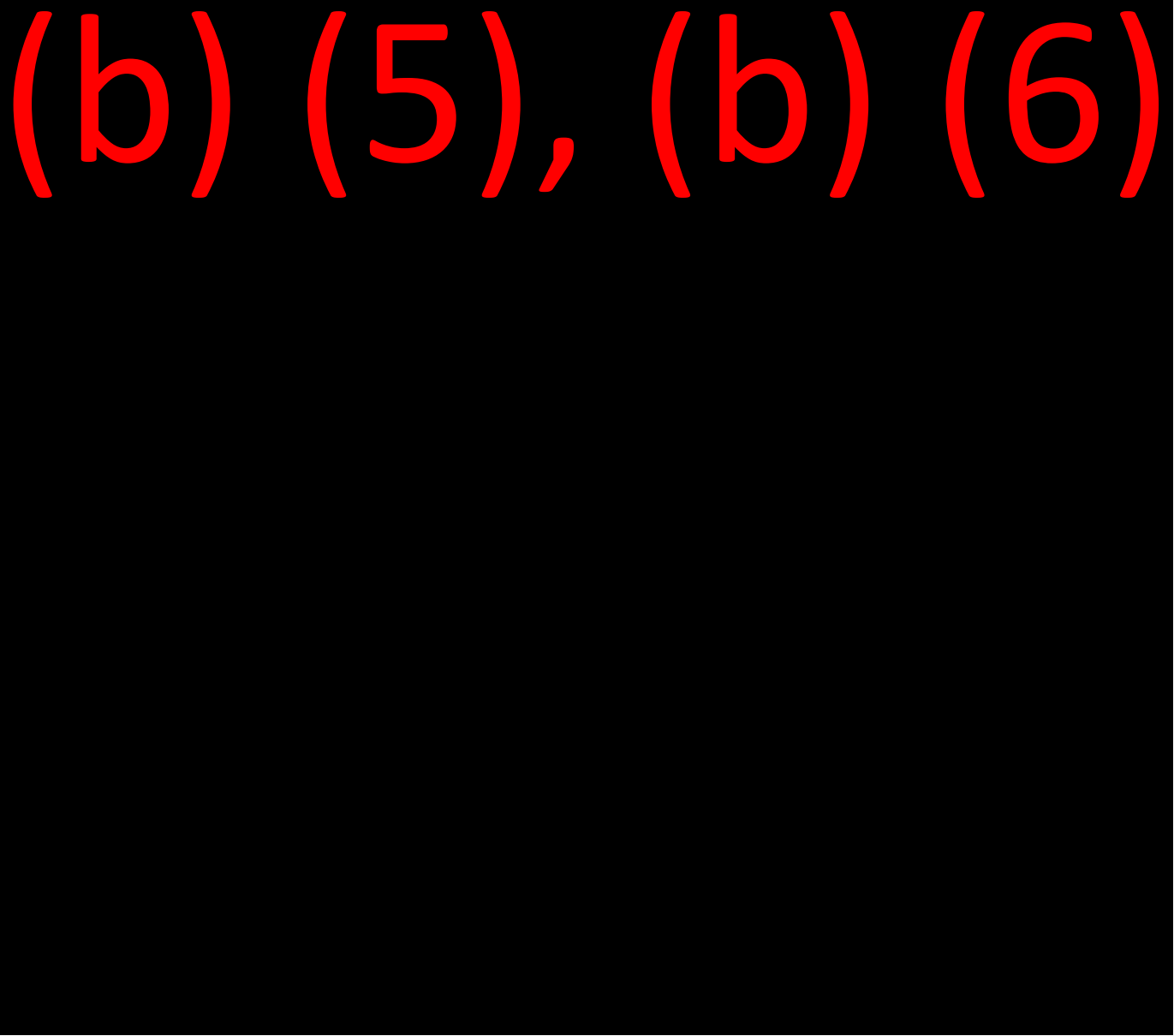
Was your ex a classmate of hers?

My ex had her PhD from (b) (6) not (b) (6) and in history, not political science. It looks like (b) (6) taught at (b) (6) between (b) (6) but at the time we had already left the United States (in (b) (6)), for (b) (6). They may still know each other somehow, but no way for me to tell.






(b) (5), (b) (6)



(b) (5), (b) (6)



(b) (5), (b) (6)

I declare under penalty of perjury that the foregoing is true and correct. Executed on \_\_\_\_ day of 2021.

\_\_\_\_\_  
Signature

Print Name: \_\_\_\_\_

Date:

Time:

Subscribed and sworn before me on this \_\_\_\_\_ day of \_\_\_\_\_ 2021.

\_\_\_\_\_  
(Print Name)

WITNESS STATEMENT

Date: 05/26/2021

Time: 17:05

(b) (5), (b) (6)

Initials **(b) (6)**

(b) (5), (b) (6)

I declare under penalty of perjury that the foregoing is true and correct. Executed on 26 day of May 2021.

(b) (6)

Signature

Print Name

Date: 05/26/2021

Time: 17:05

Subscribed and sworn before me on this 26<sup>th</sup> day of May 2021.

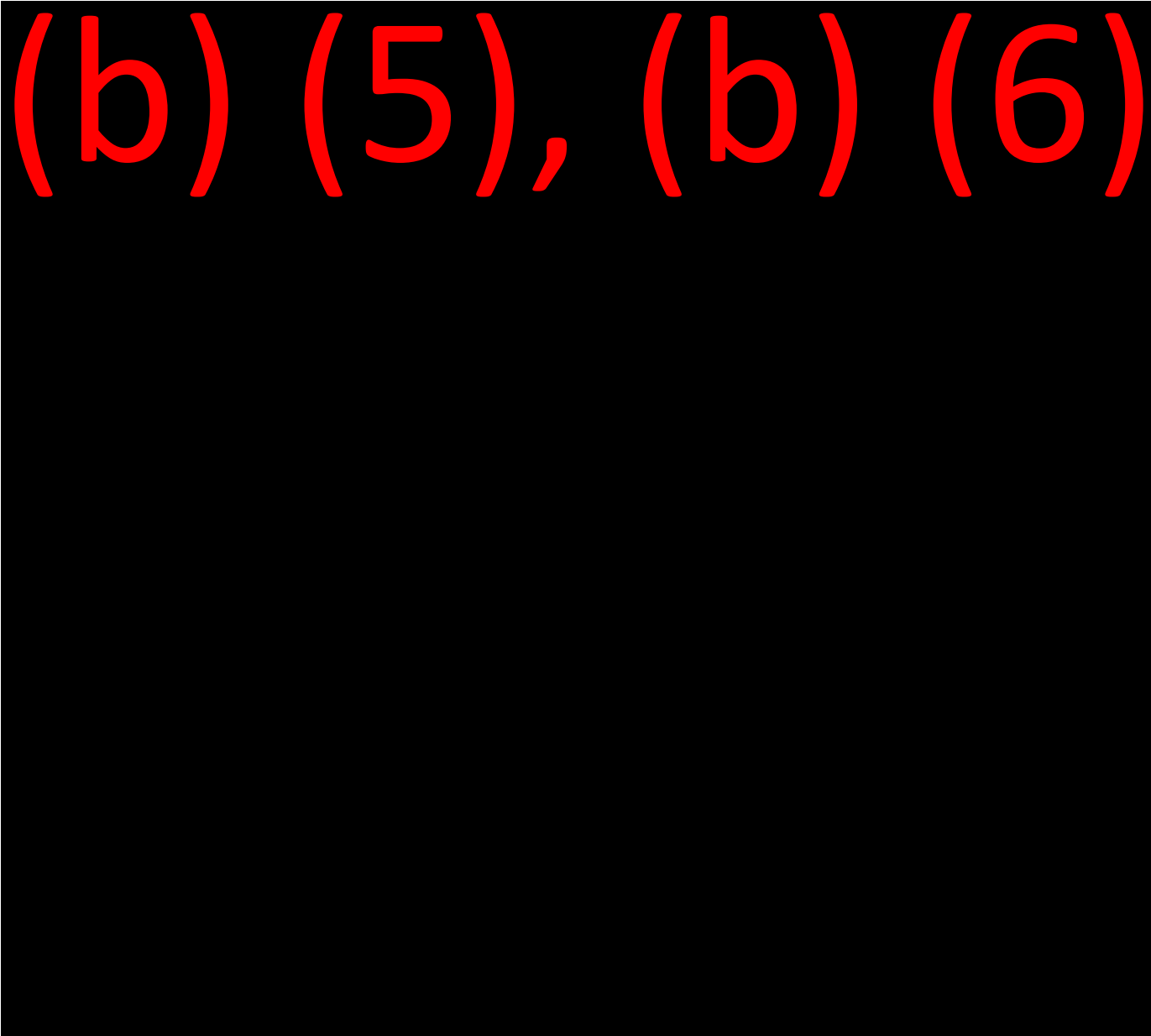
(b) (6)

(b) (6)

Initials



(b) (5), (b) (6)



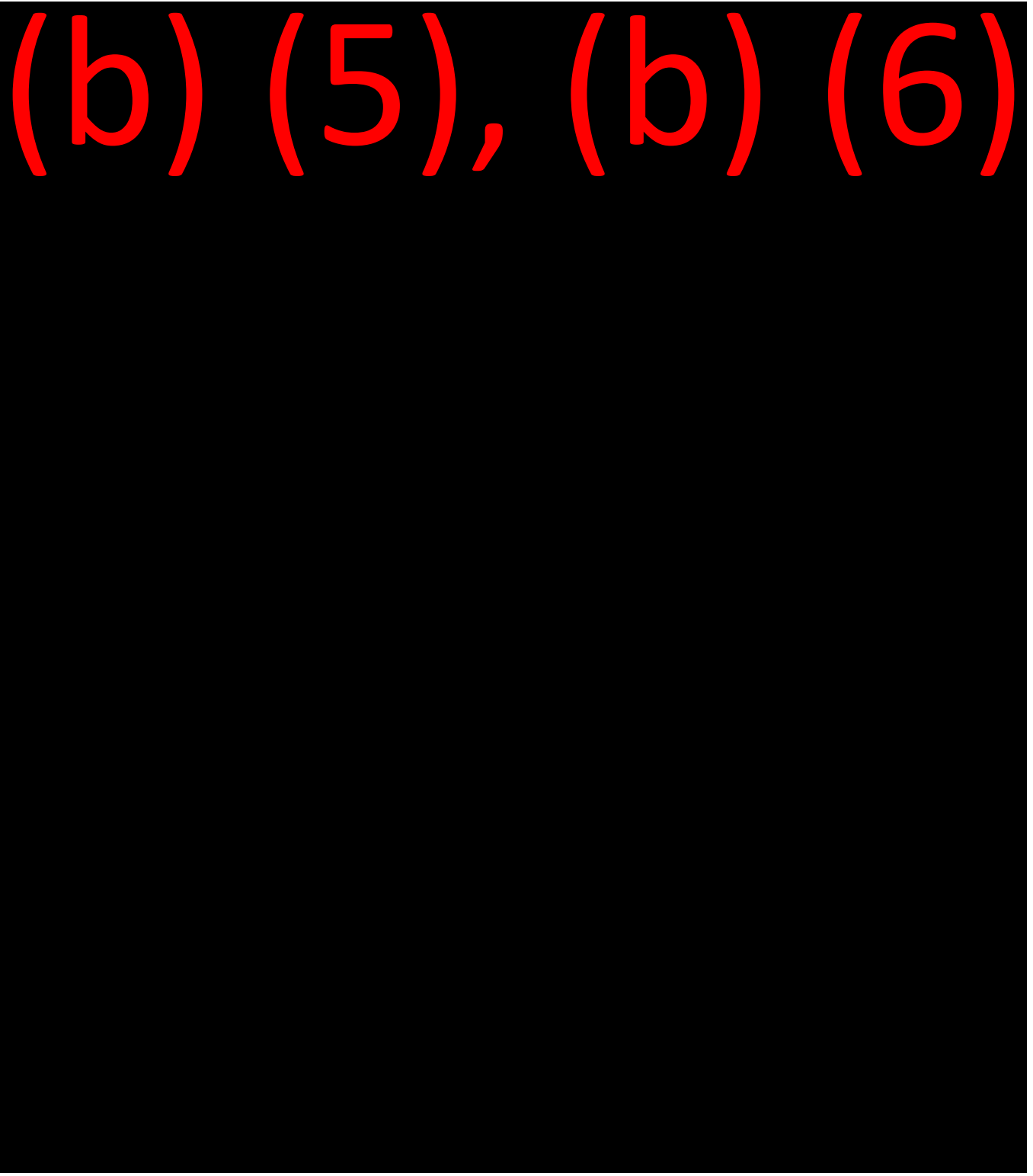
WITNESS STATEMENT

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Pursuant to 28 U.S.C. § 1746, I, \_\_\_\_\_, declare as follows:

(b) (5), (b) (6)



Initials: \_\_\_\_\_

Page \_\_ of \_\_

(b) (5), (b) (6)

I declare under penalty of perjury that the foregoing is true and correct. Executed on \_\_\_\_ day of 2021.

\_\_\_\_\_  
Signature

Print Name: \_\_\_\_\_

Date:

Time:

Subscribed and sworn before me on this \_\_\_\_\_ day of \_\_\_\_\_ 2021.

\_\_\_\_\_  
(Print Name)



WITNESS STATEMENT

Date: 20 May 2021

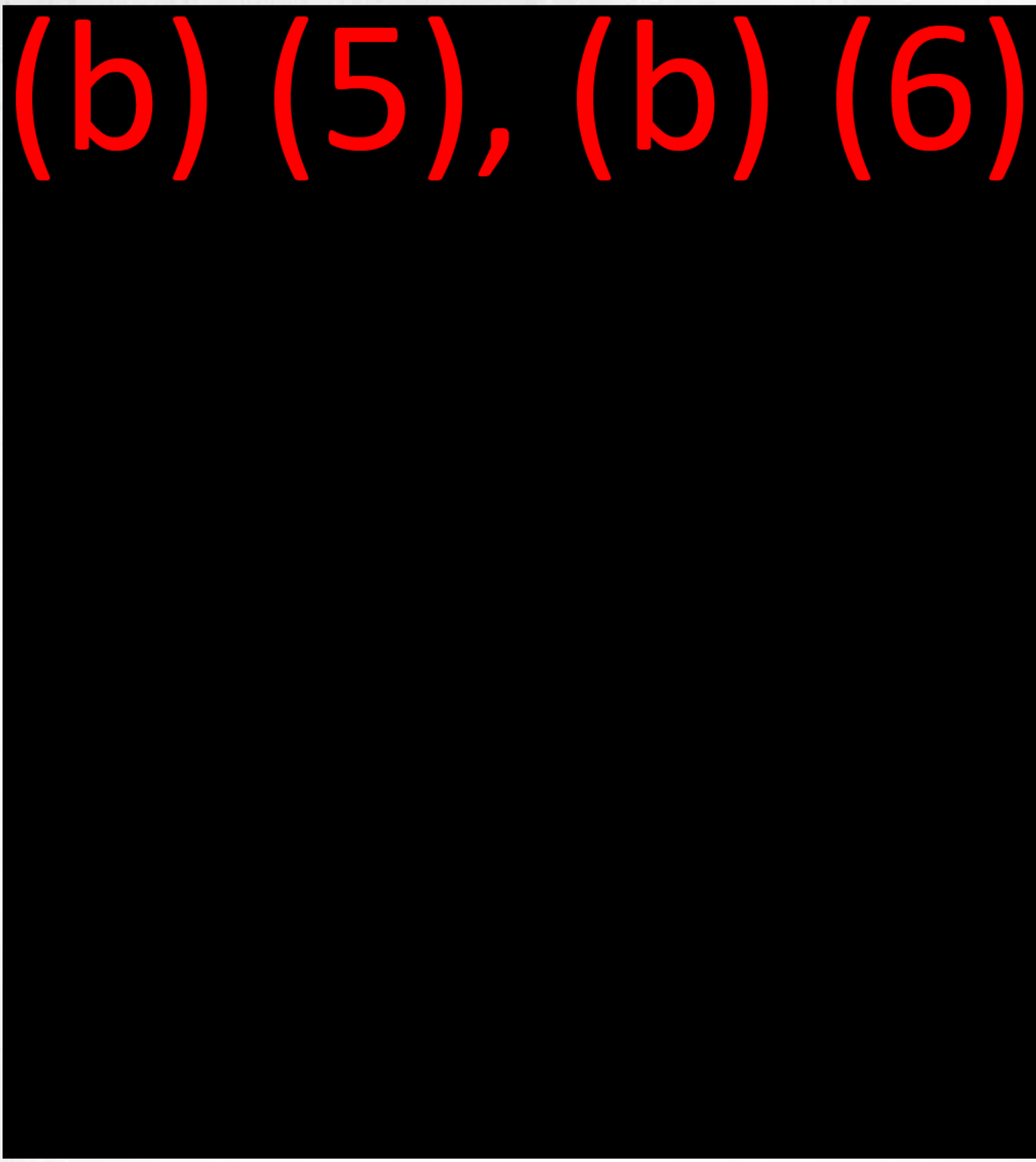
Time: 09:00

Pursuant to 28 U.S.C. § 1746, I, (b) (6), declare as follows:

(b) (5), (b) (6)

Initials: (b) (6)

(b) (5), (b) (6)



Initial (b) (6)

(b) (5), (b) (6)

I declare under penalty of perjury that the foregoing is true and correct. Executed on \_\_\_\_ day of 2021.

(b) (6)  
Signature: \_\_\_\_\_  
Print Name: \_\_\_\_\_ (b) (6)  
Date: 20 May 2021  
Time: 09:00


Subscribed and sworn before me on this 20<sup>TH</sup> day of MAY

(b) (6)  
(Print) \_\_\_\_\_

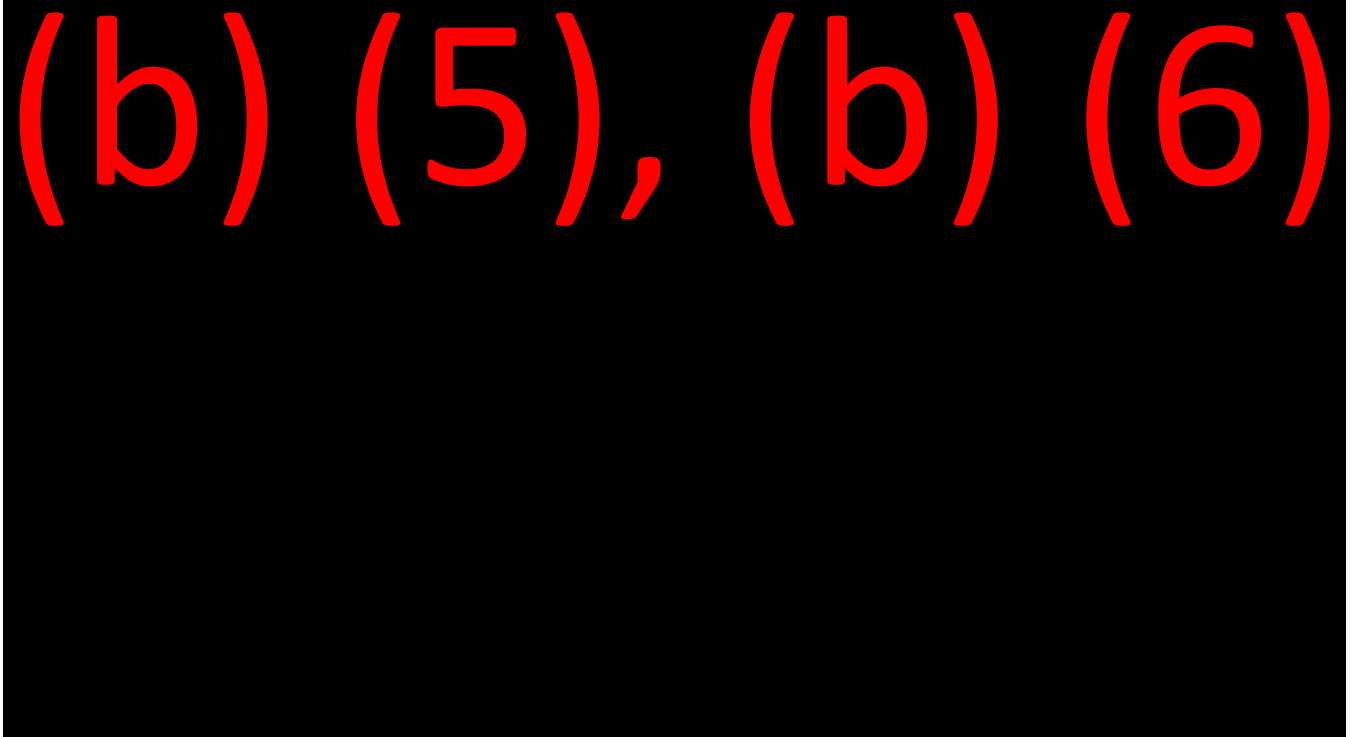
Initials (b) (6)



(b) (5), (b) (6)



(b) (5), (b) (6)



WITNESS STATEMENT

Date: 5/17/21

Time: 1003

Pursuant to 28 U.S.C. § 1746, I, **(b) (6)** declare as follows:

**(b) (5), (b) (6)**

Initials **(b) (6)**

Page 1 of 2

(b) (5), (b) (6)

I declare under penalty of perjury that the foregoing is true and correct. Executed on 12 day of May 2021.

(b) (6)

Print Name (b) (6)

Date: 12 May 21

Time: 1003

(b) (6)

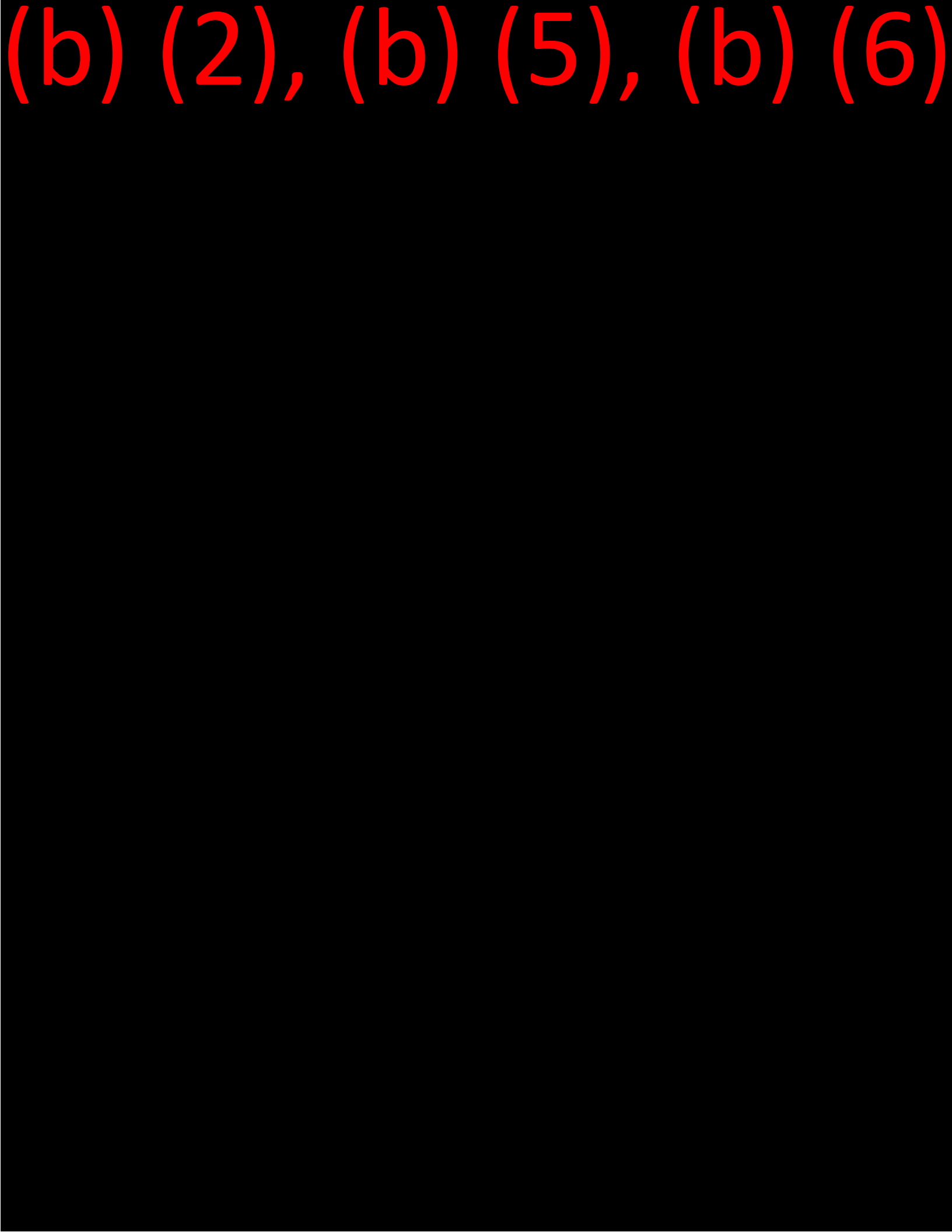
ore me on this 12 day of May

Initials: (b) (6)

(b) (2), (b) (5), (b) (6)



(b) (2), (b) (5), (b) (6)



(b) (2), (b) (5), (b) (6)





### Instructions for Departmental Promotion & Tenure Committees

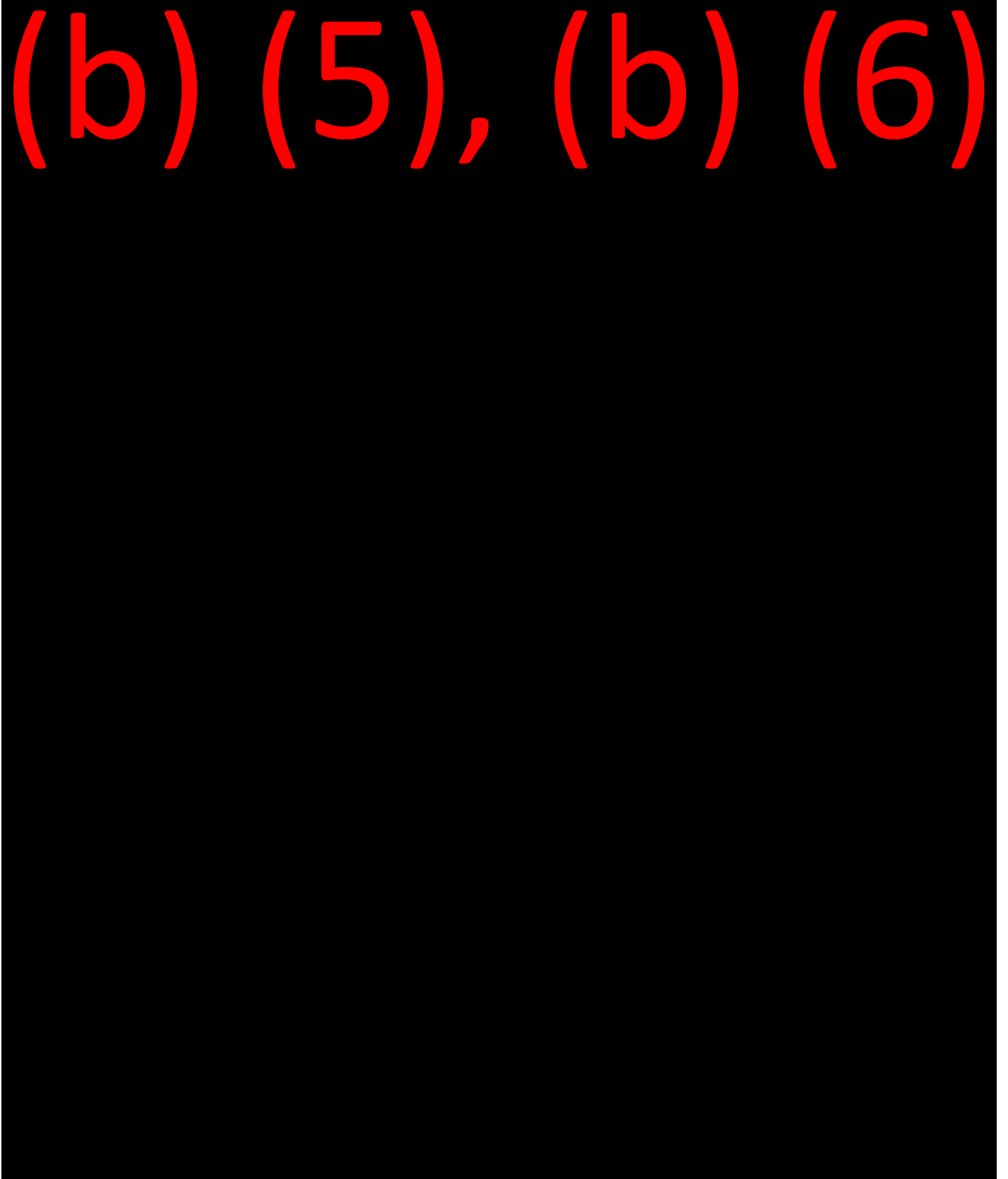
Per the 2019 NWC Faculty Handbook, Chapter I, 8b(14)(b), page 35, each department Promotion & Tenure Committee is tasked to "review and make recommendation for promotion or non-promotion of each departmental faculty member who submits a package by an annual deadline determined and published by the committee."

All departmental Promotion & Tenure committee members must adhere to the following:

- All information discussed in the committee meetings is confidential and no committee information nor any faculty package is to be discussed outside of official promotion & tenure committee meetings.
- Packages usually contain PII. Committee members are advised to adhere to PII requirements.
- All committee members must be impartial.
- Committee members must base their decisions on what is presented in the faculty member's promotion/tenure package and the evaluation committee report.
- Committee members will not contact persons inside or outside the NWC, or request that someone else do so, to obtain further information on a faculty member's package or to obtain information on past performance.
- Review of faculty member is based on experience, expertise, and accomplishments in support of the Naval War College mission.
- All communications with the faculty member about promotion and tenure must be routed through the department chair prior to any discussion.
- All individual committee members' notes and committee documentation/notes should remain together with the files and be retained by the Department. This information must be retained for three (3) years.

Sent by (b) (6)  
to all members involved  
18 Feb 2021

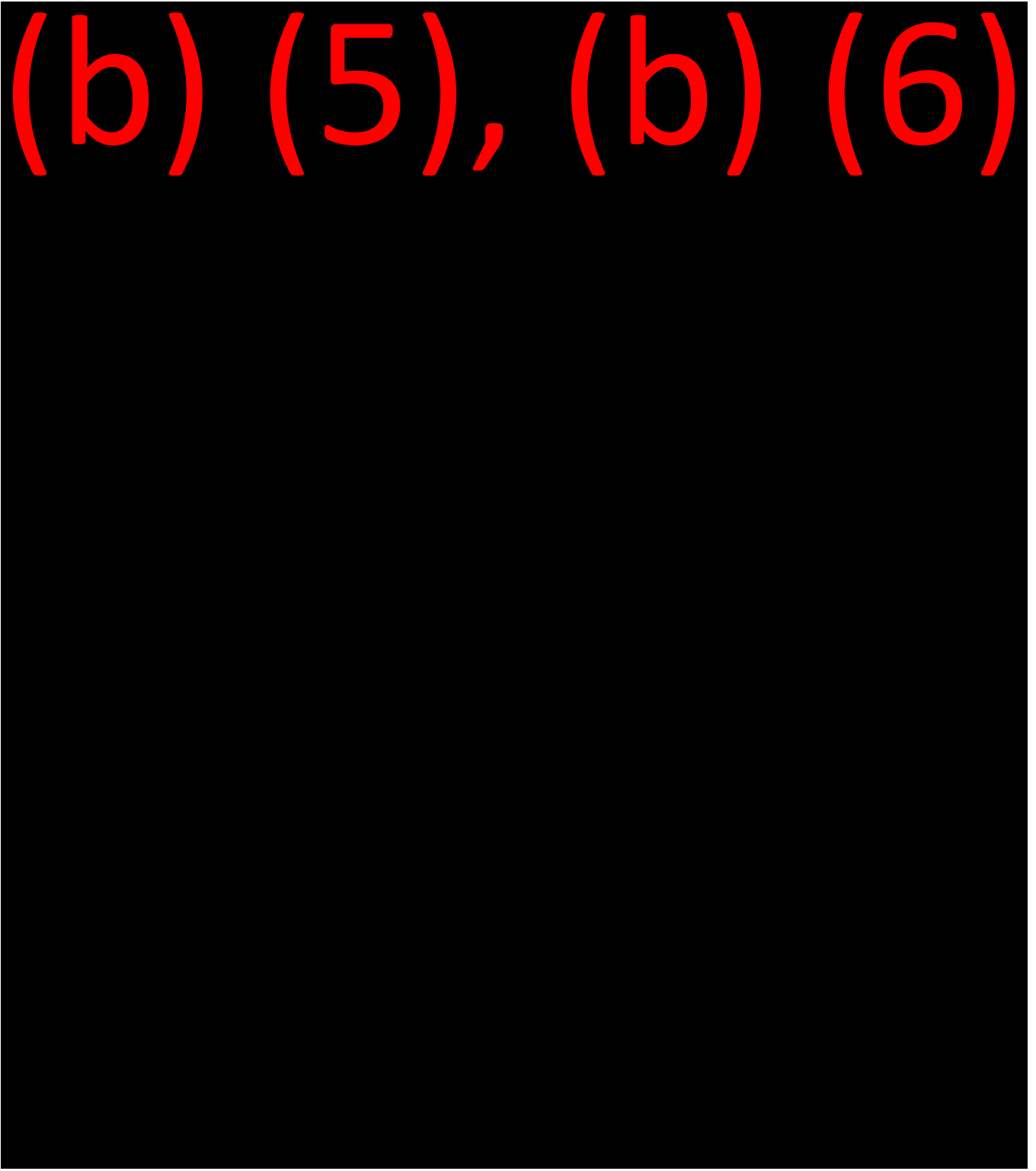
(b) (5), (b) (6)



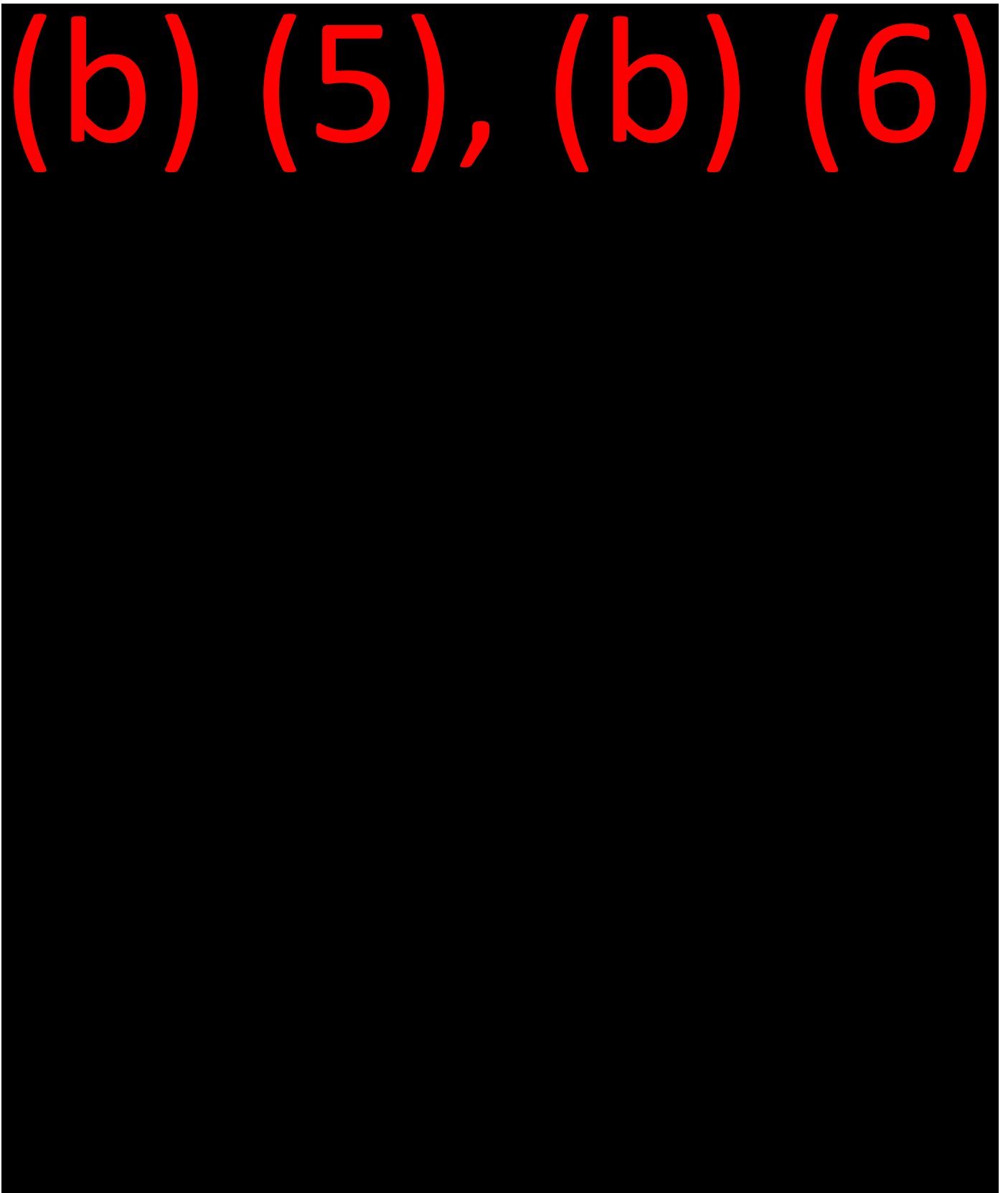
(b) (5), (b) (6)

Interview with (b) (6) conducted 1100-1230 on 28 May 2021

(b) (5), (b) (6)

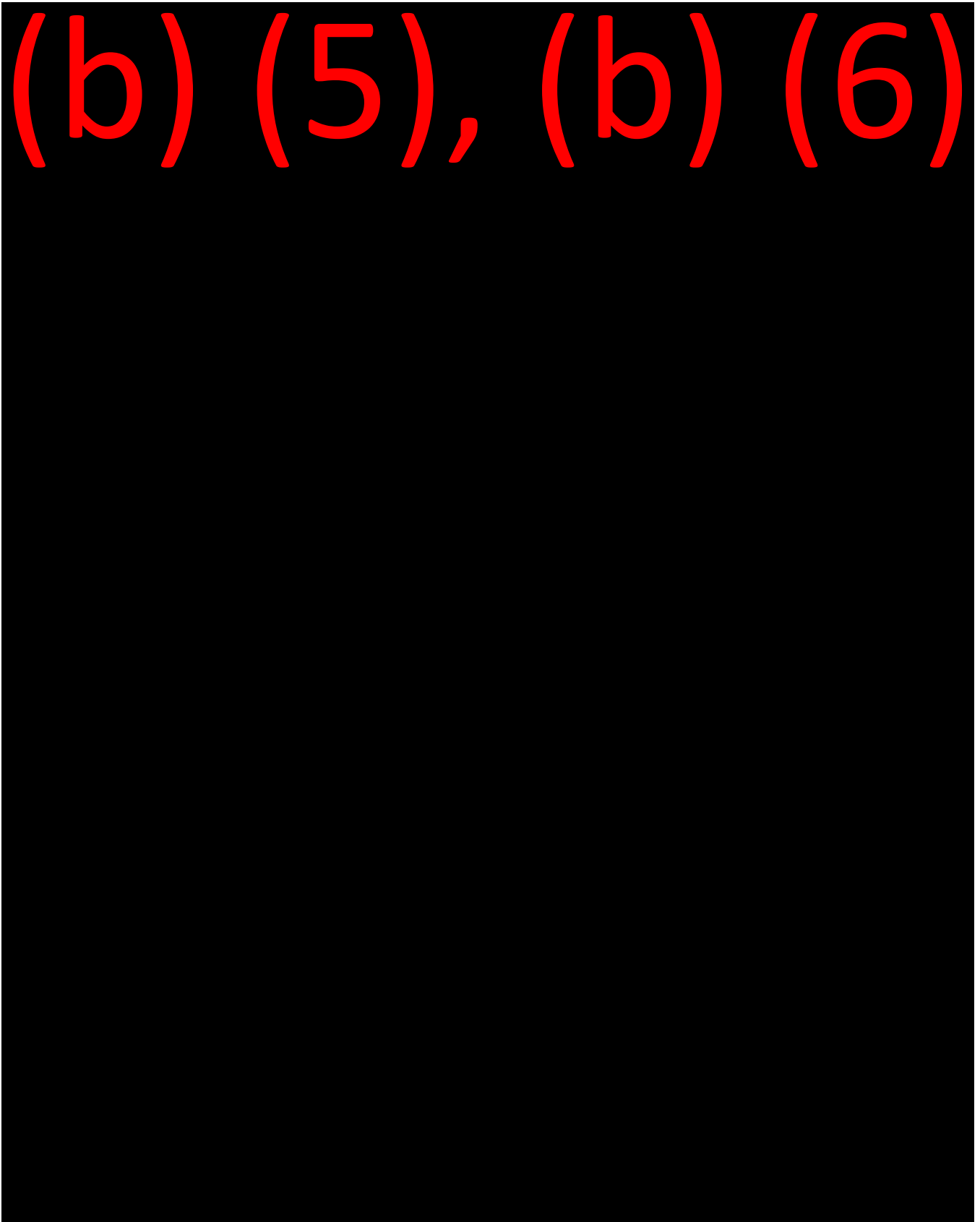


(b) (5), (b) (6)



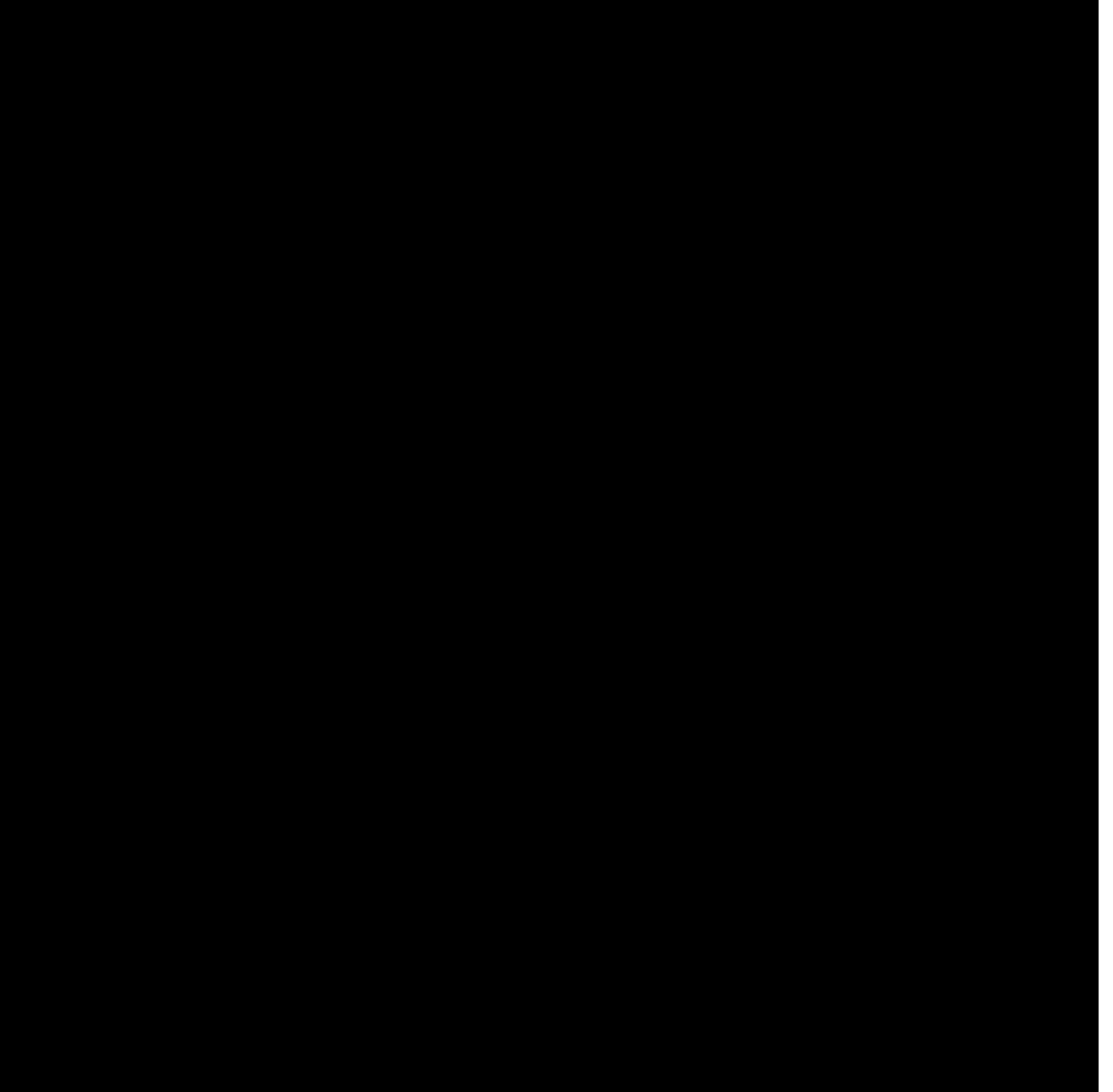
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(b) (5), (b) (6)



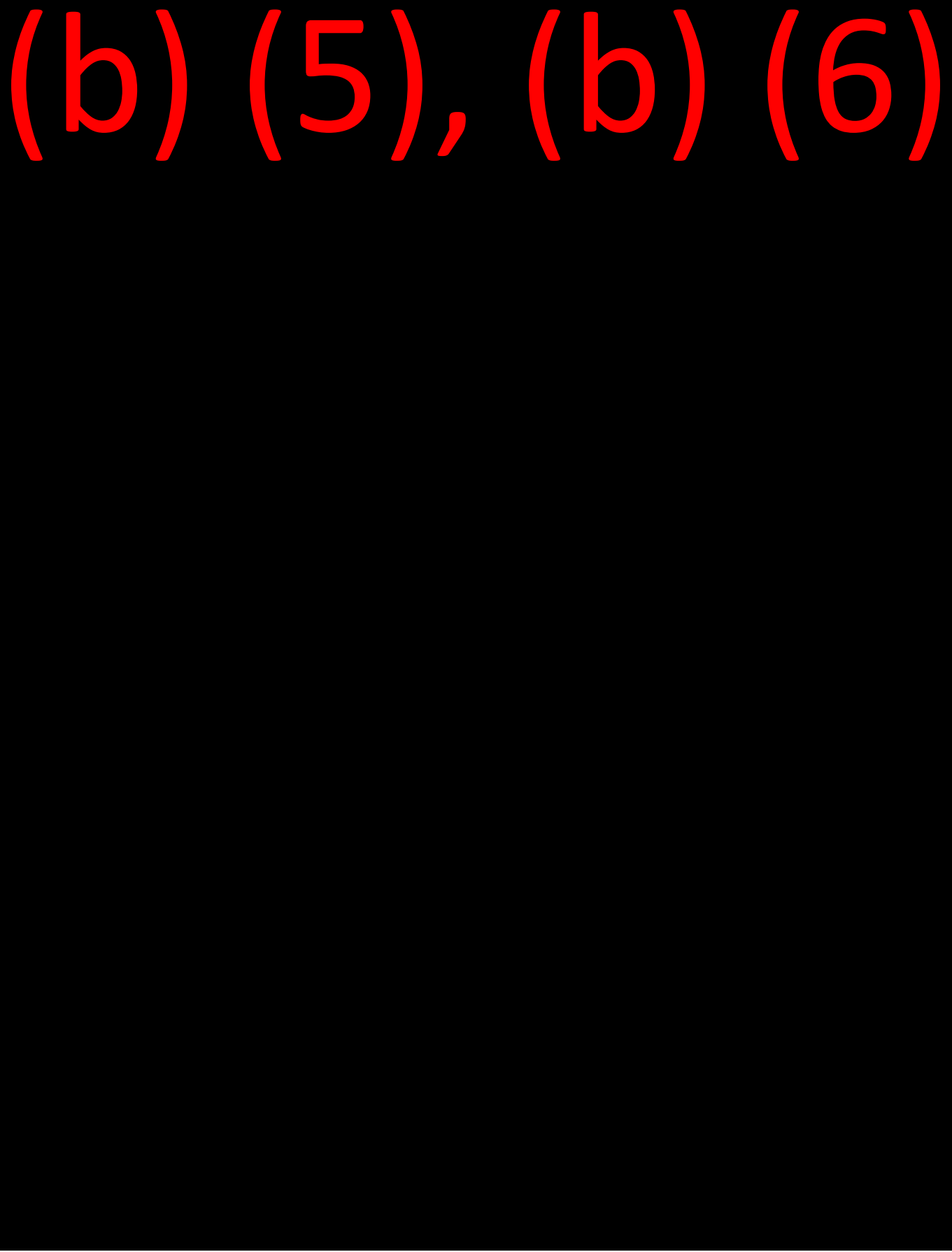


(b) (5), (b) (6)

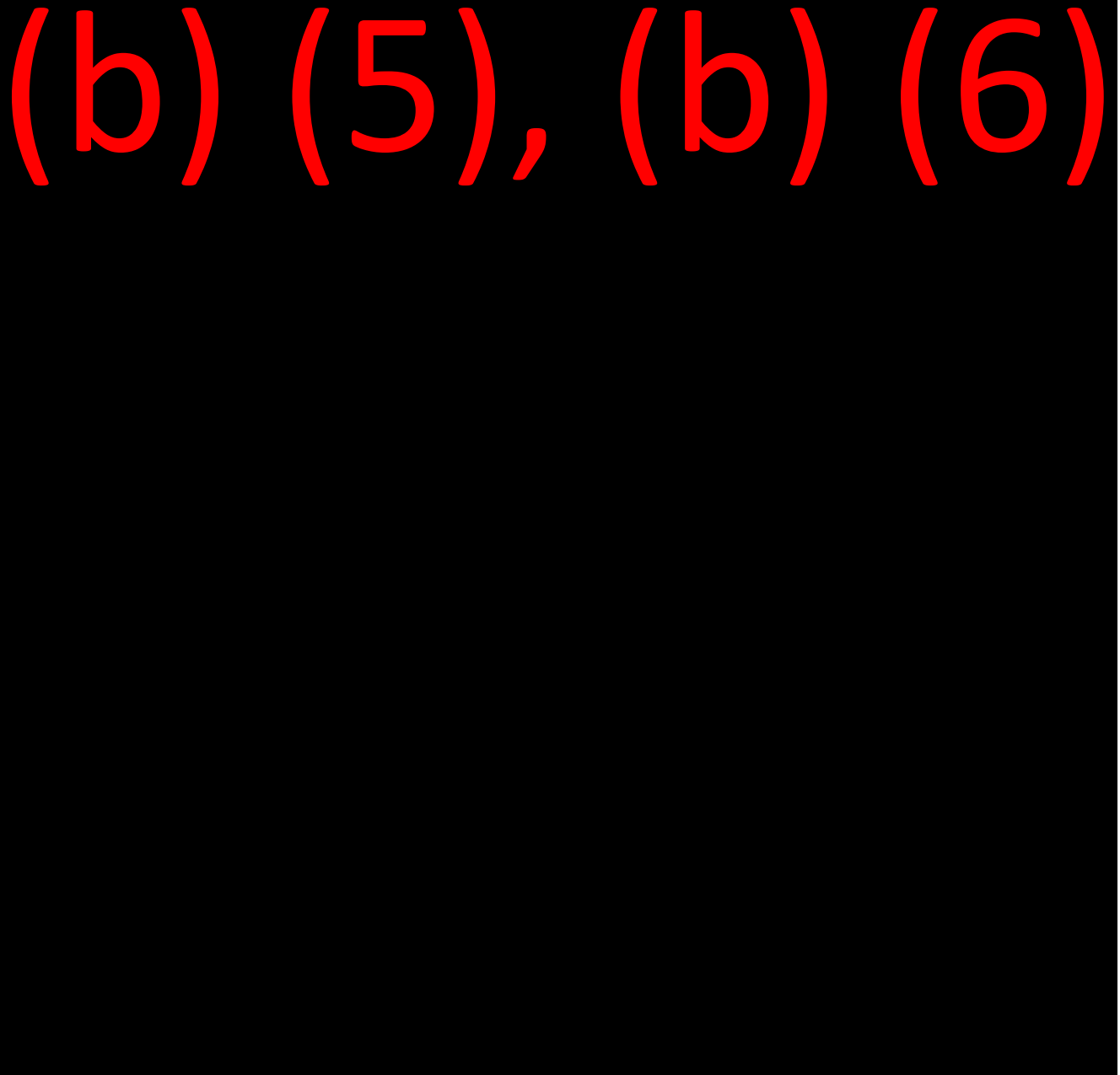


(b) (5), (b) (6)

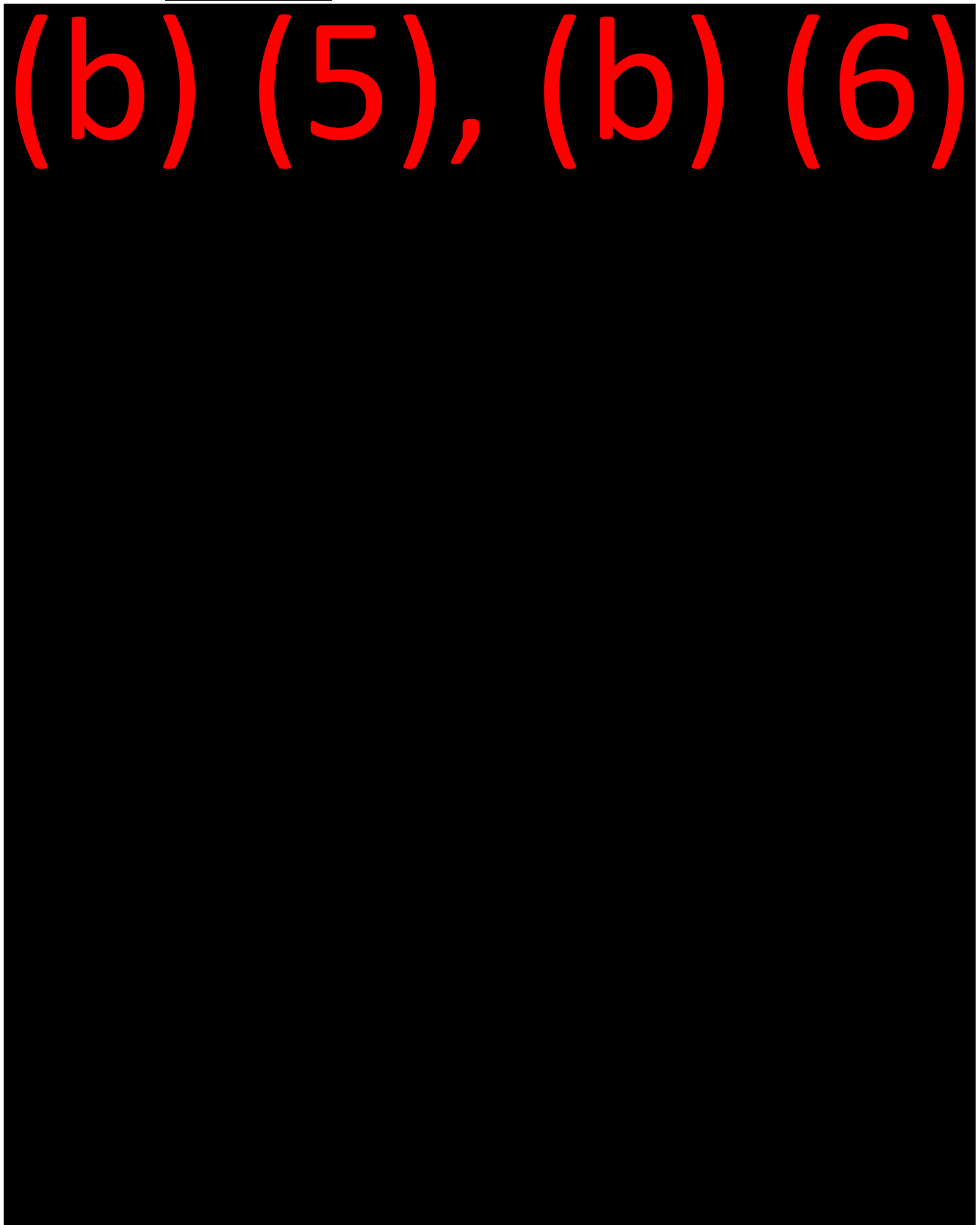
(b) (5), (b) (6)



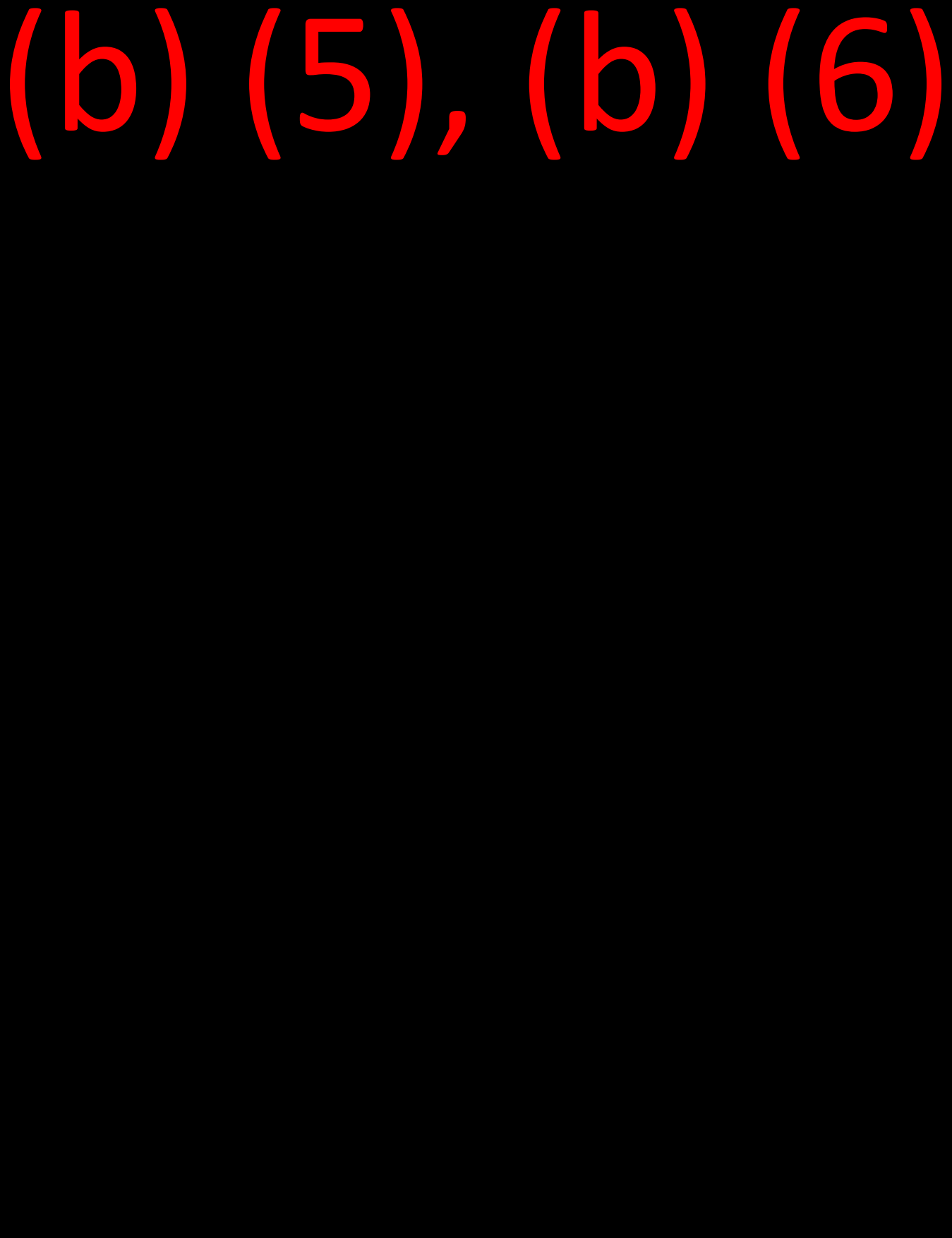
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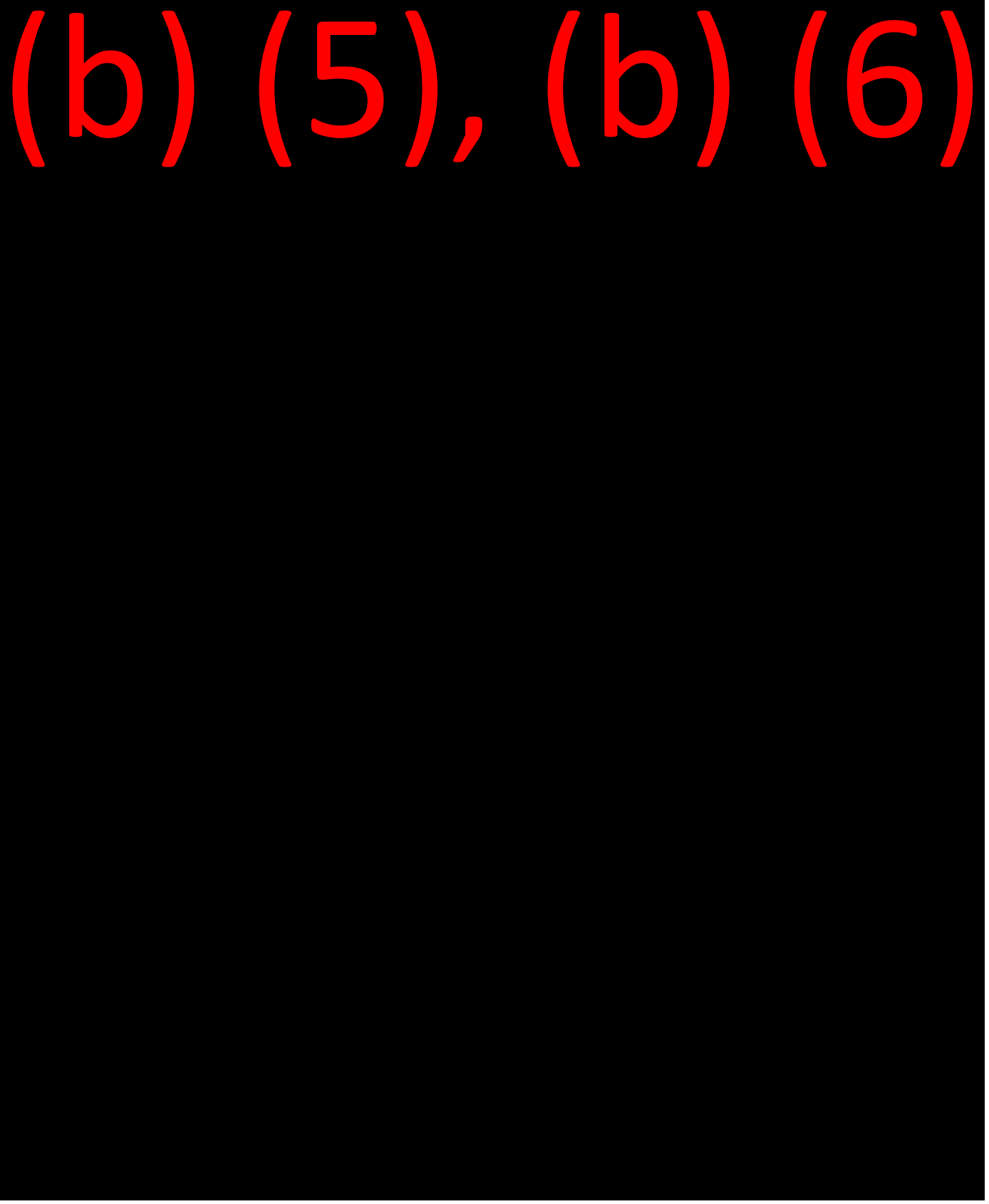
(b) (5), (b) (6)



(b) (5), (b) (6)

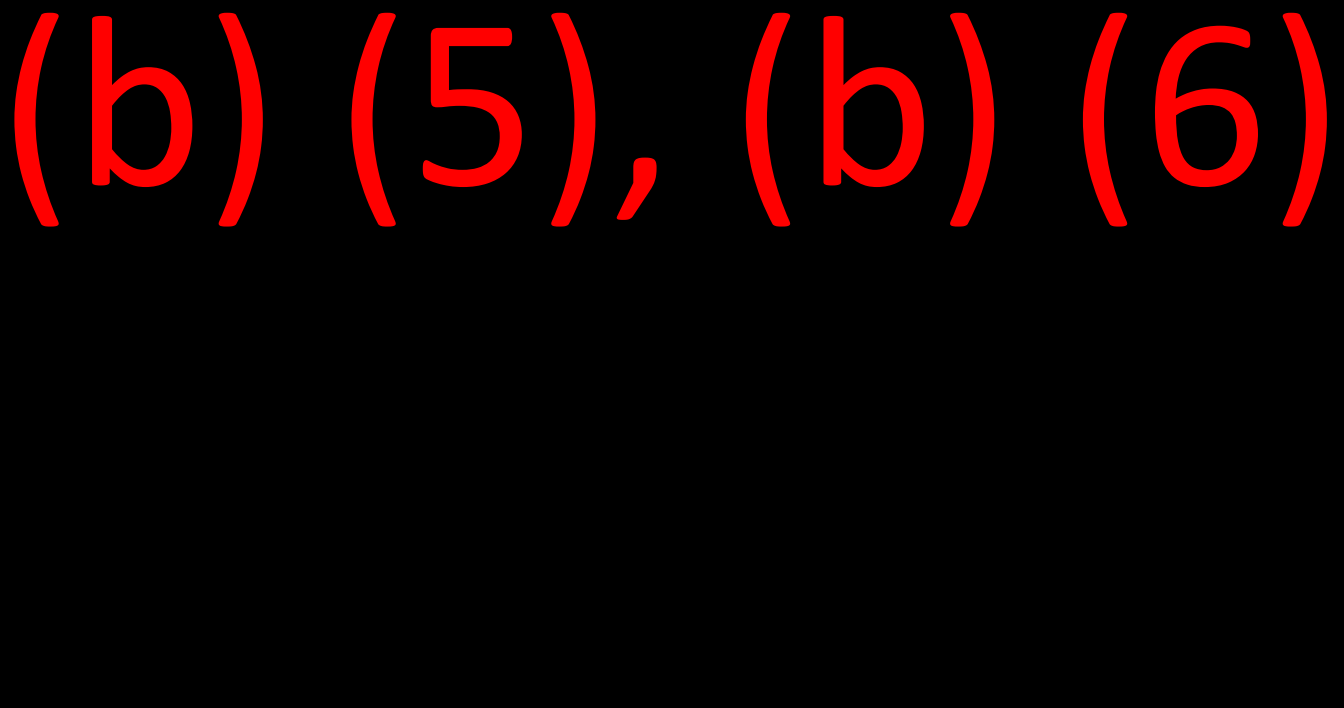


(b) (5), (b) (6)

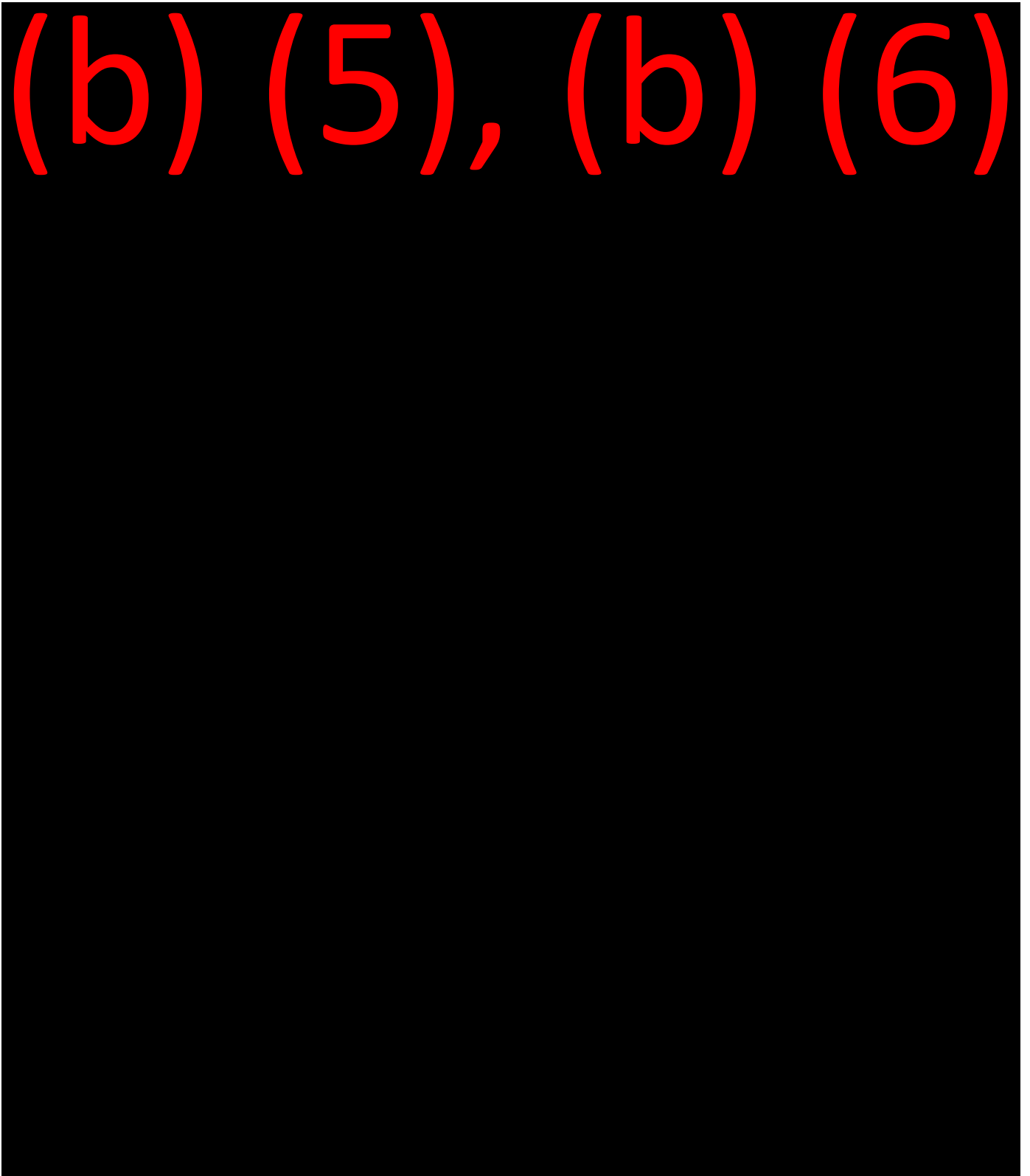




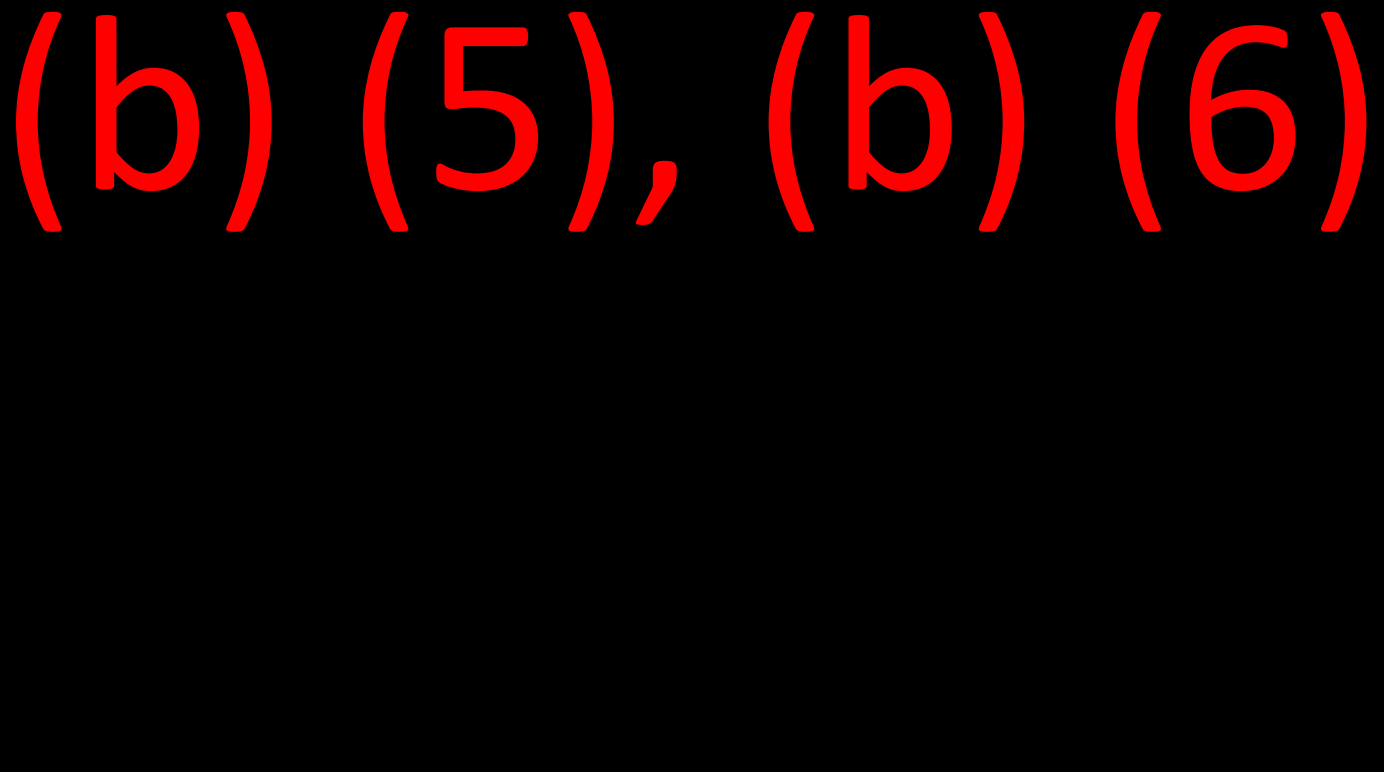
(b) (5), (b) (6)



(b) (5), (b) (6)




(b) (5), (b) (6)



(b) (5), (b) (6)

(b) (5), (b) (6)



(b) (5), (b) (6)

Interview with (b) (6) conducted 0915-0935 on 21 June 2021

(b) (5), (b) (6)

## Potential Issue -- Promotion and Tenure

(b) (6)

Tue 2/23/2021 5:45 AM

To: (b) (6)

Good Morning (b) (6) and (b) (6)

It has come to my attention that (b) (6) sent an email at 10:16 pm on 22 February to the full professors and (b) (6) teaching partner from Academic Year 2019-20 (this email is at the end of this email). I believe the email was sent out of concern that (b) (6) as the chair of the evaluation committee assessing (b) (6) potentially missed an issue when constructing his evaluation report. I do not believe the email was malicious in its intent.

However, as my email of 5:35 am notes, (b) (6) email contradicted the instructions we received from (b) (6) I hope sending the email like I did to all recipients stops the discussion and was an appropriate course of action.

I wish (b) (6) had brought his concerns to my attention. He did not before he sent the email.

I first want to inform you that this happened and second to solicit your advice about what I should do.

I have a doctor's appointment this morning and will not be available until around midday.

Best wishes,

(b) (6)

---

From: (b) (6)

Sent: Tuesday, February 23, 2021 5:35 AM

To: (b) (6)

Cc: S&amp;P Fulls (b) (6)

Subject: Re: Just Following Up

Dear Colleagues,

Please do not respond to this email.

In accordance with first bullet point of the Instructions for Departmental Promotion and Tenure Committees discussed at the start of our meeting on 19 February 2021:

(b) (2)

This is an essential part of the instructions that we must uphold so we can discuss tenure and promotion packages critically and fairly.

Respectfully,

(b) (6)

---

From: (b) (6)

Sent: Monday, February 22, 2021 10:16 PM

To: (b) (6)

Cc: S&amp;P Fulls (b) (6)

Subject: Just Following Up

(b) (6)

I hope that all is well with you and yours in these challenging times.

(b) (6)

2021 Committee



(b) (5), (b) (6)

All my best

(b) (6)

## Update on S&P Issue -- Promotion and Tenure Email

(b) (6)

Thu 3/4/2021 6:06 AM

To: (b) (6)

Cc: (b) (6)

Dear (b) (6) and (b) (6)

(b) (2), (b) (5), (b) (6)

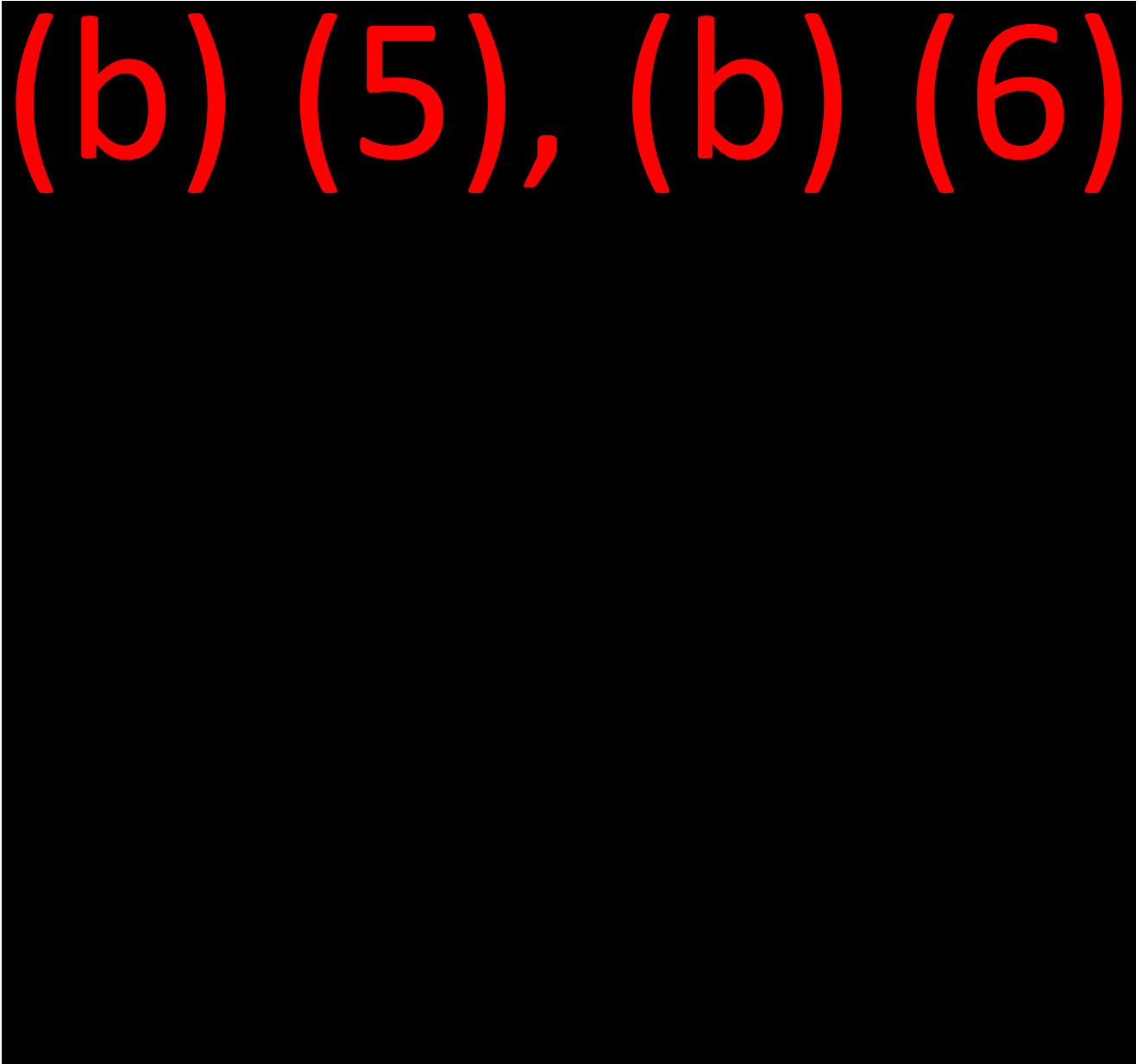
(b) (6)

(b) (6)

(b) (6)

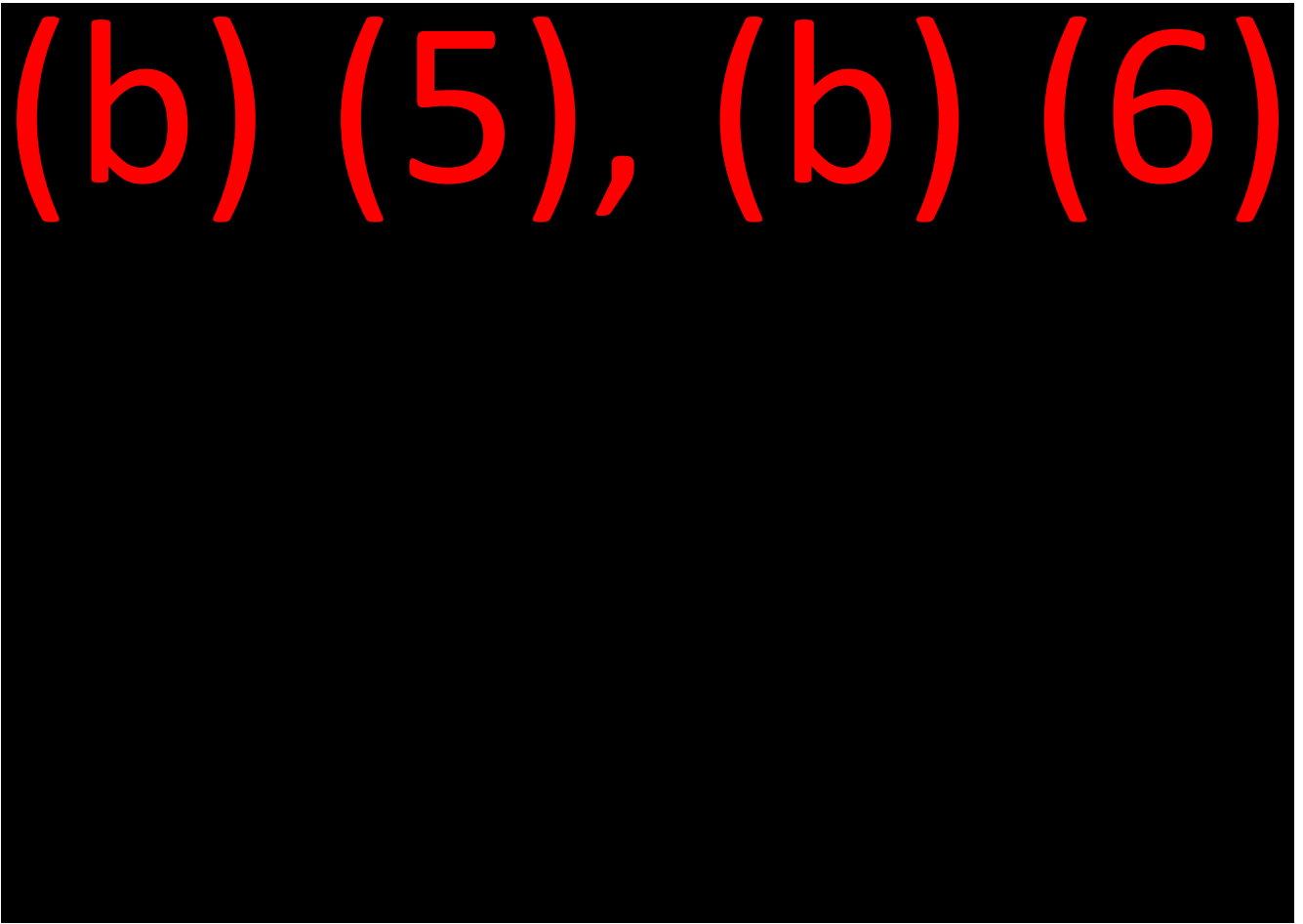
Interview with (b) (6) conducted 0900-1100 on 19 May 2021

(b) (5), (b) (6)



Interview with (b) (6) conducted 1030-1100 on 12 May 2021

(b) (5), (b) (6)



WITNESS STATEMENT

Date: 5/20/21

0930

Pursuant to 28 U.S.C. § 1746, I,

(b) (6)

declare as follows:

(b) (5), (b) (6)

Initials:

(b) (6)

Page 1 of 3

(b) (5), (b) (6)

I declare under penalty of perjury that the foregoing is true and correct. Executed on 20<sup>th</sup> day of May 2021.

(b) (6)

Date: 05/20/21  
Time: 0930

Subscribed and sworn before me on this 20<sup>th</sup> day of May 2021.

(b) (6)

Initials (b) (6)

Interview with (b) (6) conducted 1130-1200 on 14 May 2021

(b) (5), (b) (6)



WITNESS STATEMENT

Date: 17 May 2021

Time: 0930

Pursuant to 28 U.S.C. § 1746, I, (b) (6), declare as follows:

(b) (5), (b) (6)

I declare under penalty of perjury that the foregoing is true and correct. Executed on 17 day of May 2021.

(b) (6)

Signature

Print Name

(b) (6)

Date: 17 May 2021

Time: 0930

Subscribed and sworn before me on this 17<sup>th</sup> day of

(b) (6)

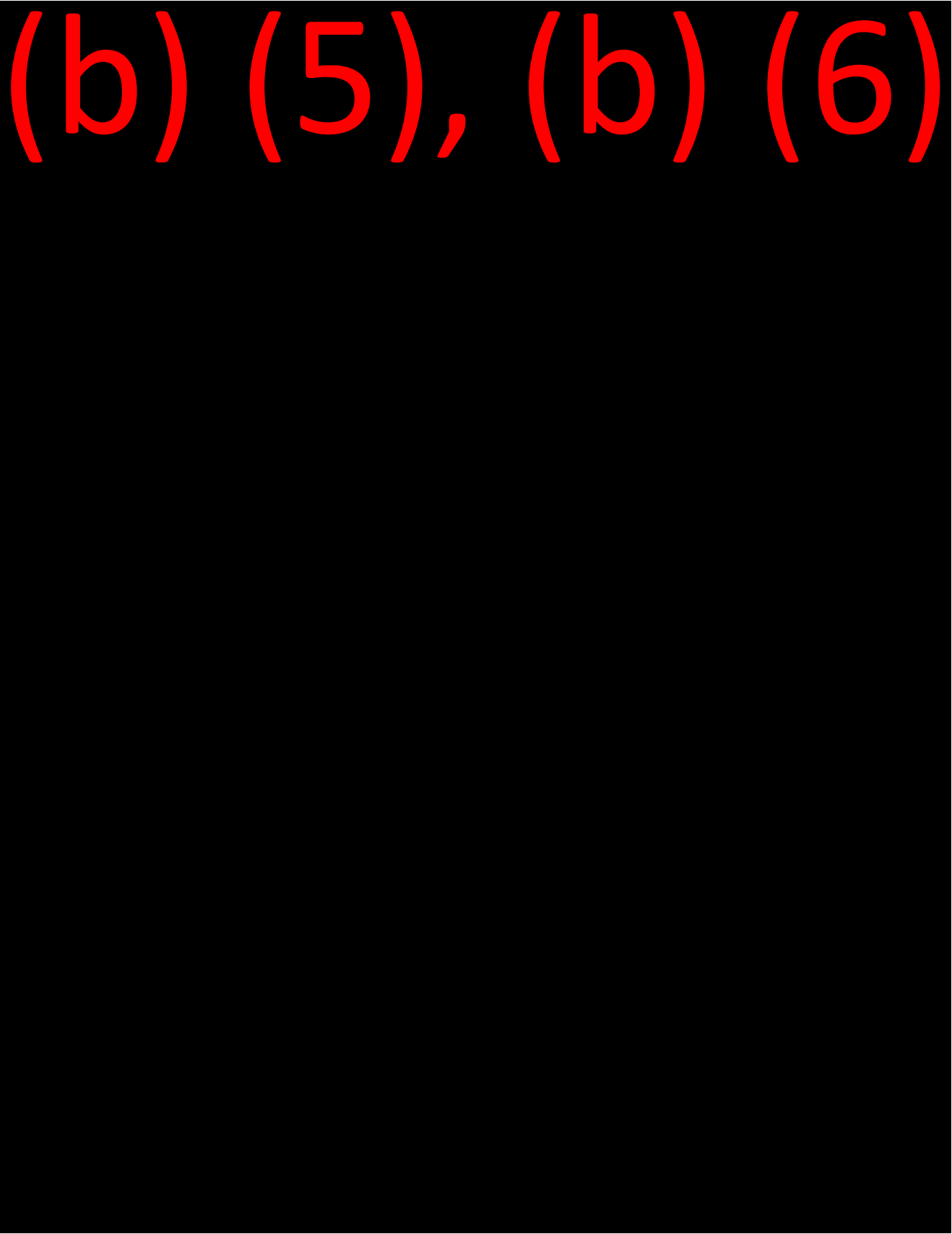
Initials:

(b) (6)

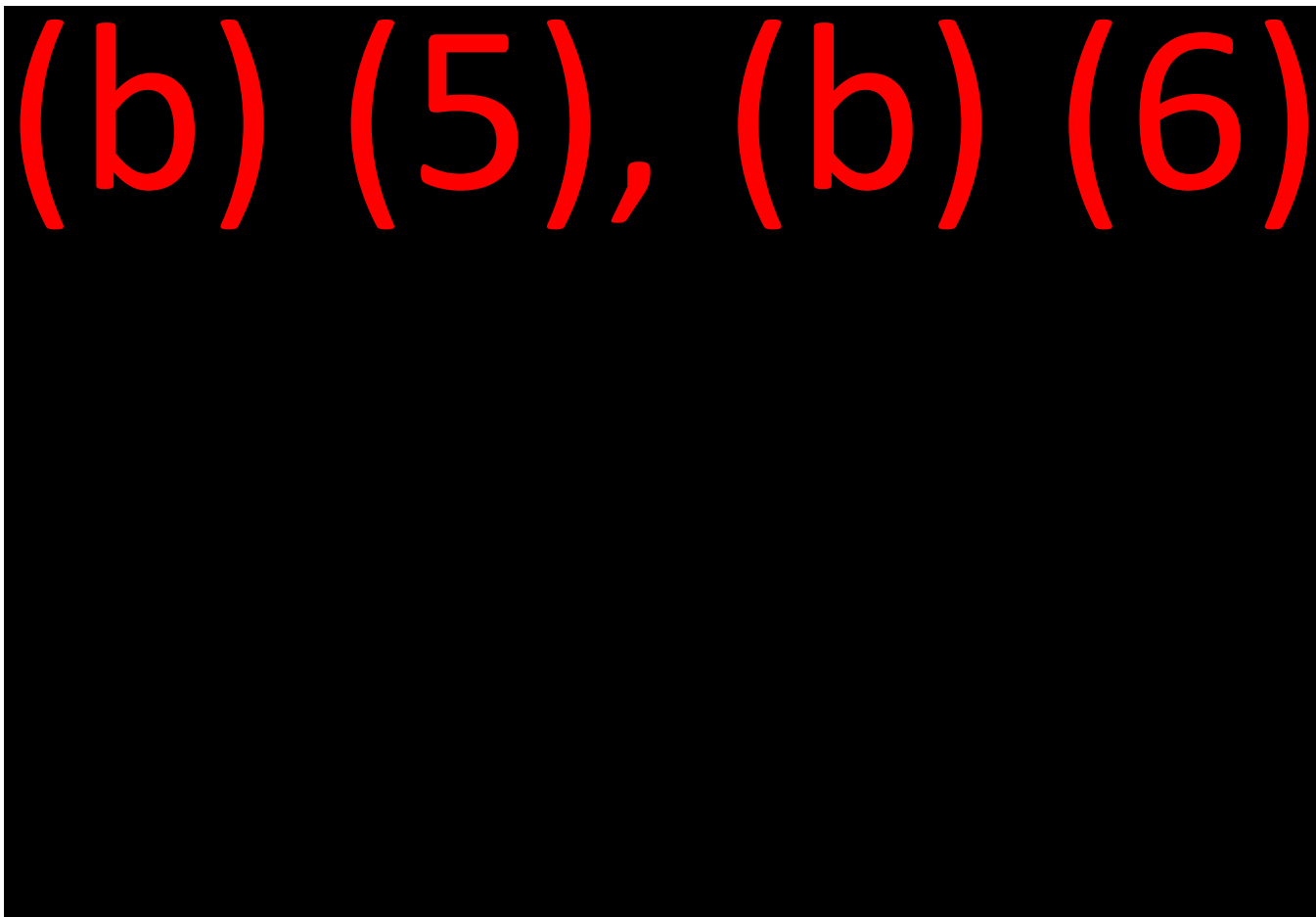
Page 1 of 1

Interview with (b) (6) conducted 0900-1030 on 28 May 2021 via Zoom.

(b) (5), (b) (6)

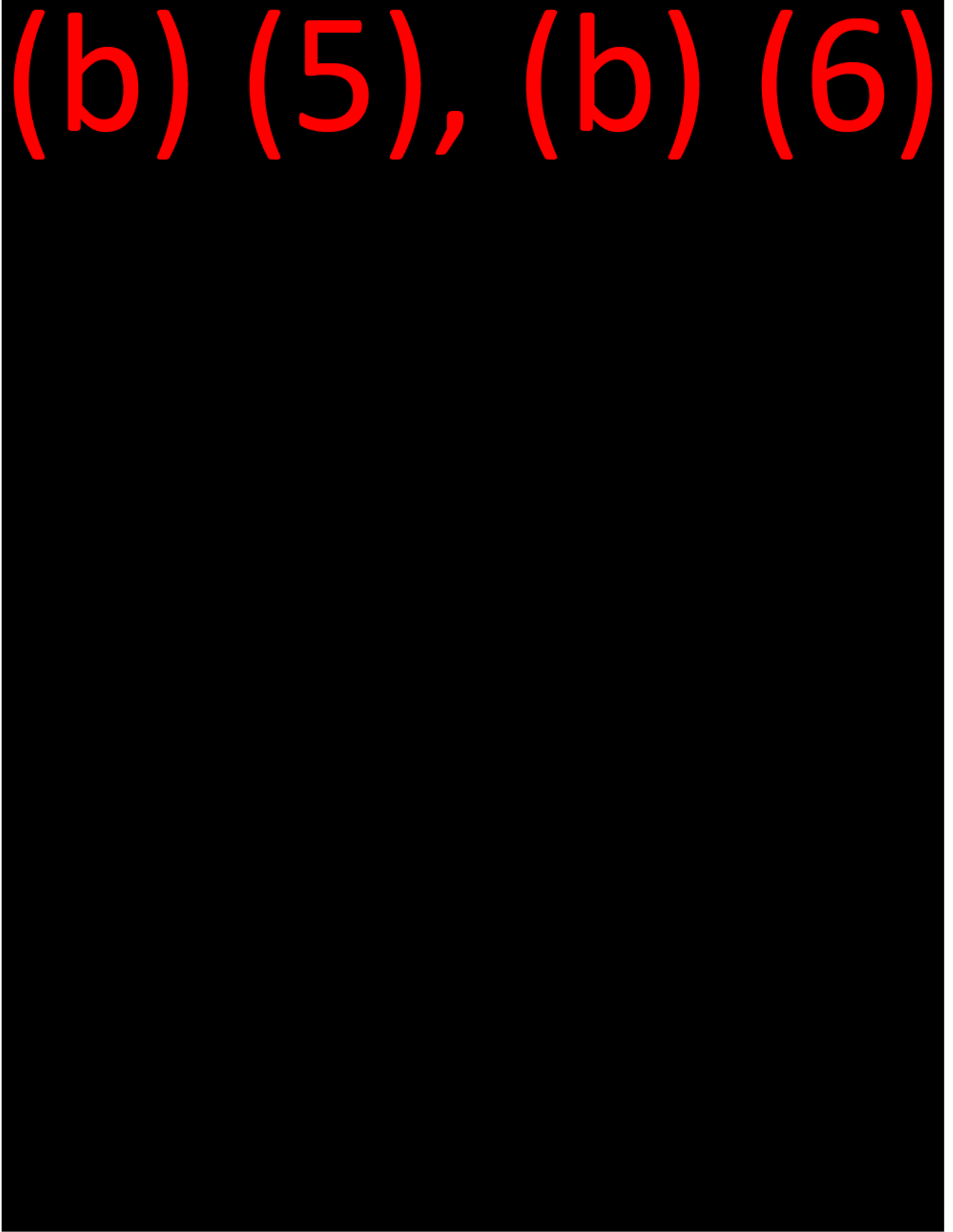


(b) (5), (b) (6)

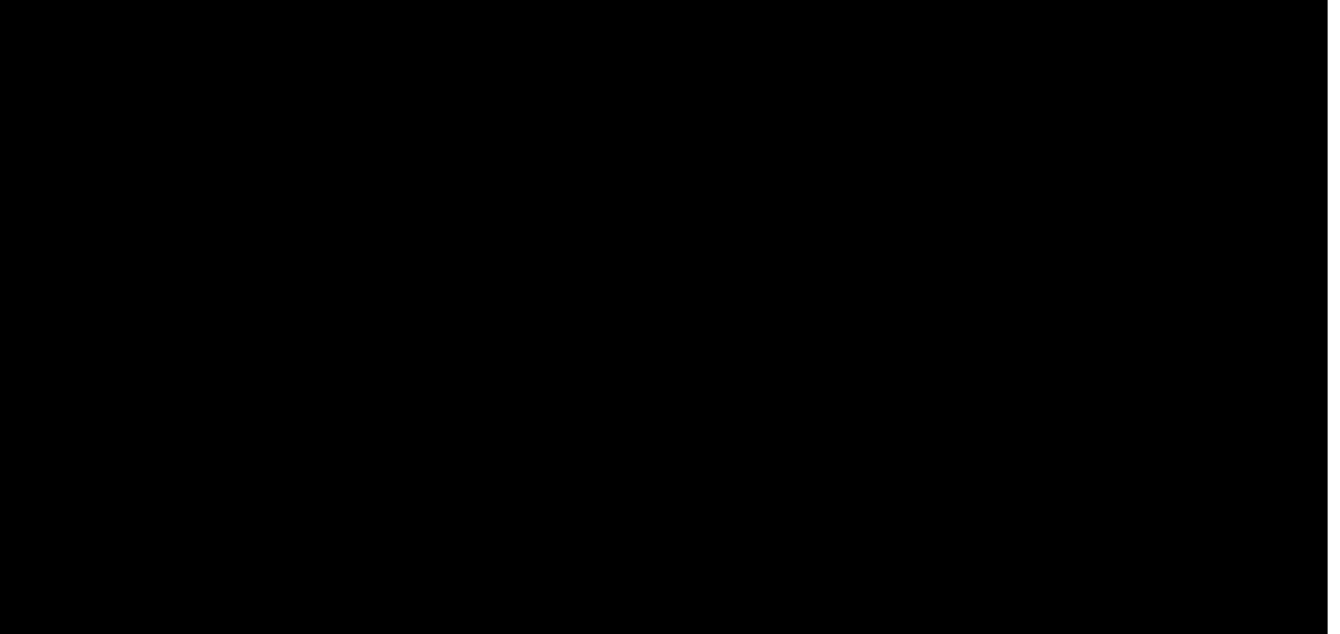


2/11/2019

(b) (5), (b) (6)



(b) (5), (b) (6)



---

From: (b) (6)  
Sent: Saturday, April 27, 2019 3:21:23 PM  
To: (b) (6)  
Subject: Fwd: dispute

Dear (b) (6)

It is my understanding that you are chairing (b) (6) tenure committee. It is also my understanding that, as an assistant professor, I will not have a voice in the departmental discussion about whether to approve (b) (6) tenure package. However, because I care deeply about the future of the Strategy & Policy Department, I felt like I should bring something to your attention. I recently had a very unpleasant interaction with (b) (6) still am not sure whether I want to pursue the matter as one of official departmental policy, but the incident was sufficiently upsetting to me that I wrote up a report on it and emailed it to myself so that I would have a time-stamped record of it.

I don't know how you would feel about sharing this with the rest of the tenure committee, but I thought I should at least bring it to your attention.

Please let me know if you have any questions or concerns, and please understand that I have only the best interests of the department at heart.

Sincerely,

(b) (6)

----- Forwarded message -----


From: (b) (6)  
Date: Wed, Feb 13, 2019 at 3:01 PM  
Subject: dispute  
To: (b) (6)

(b) (6)

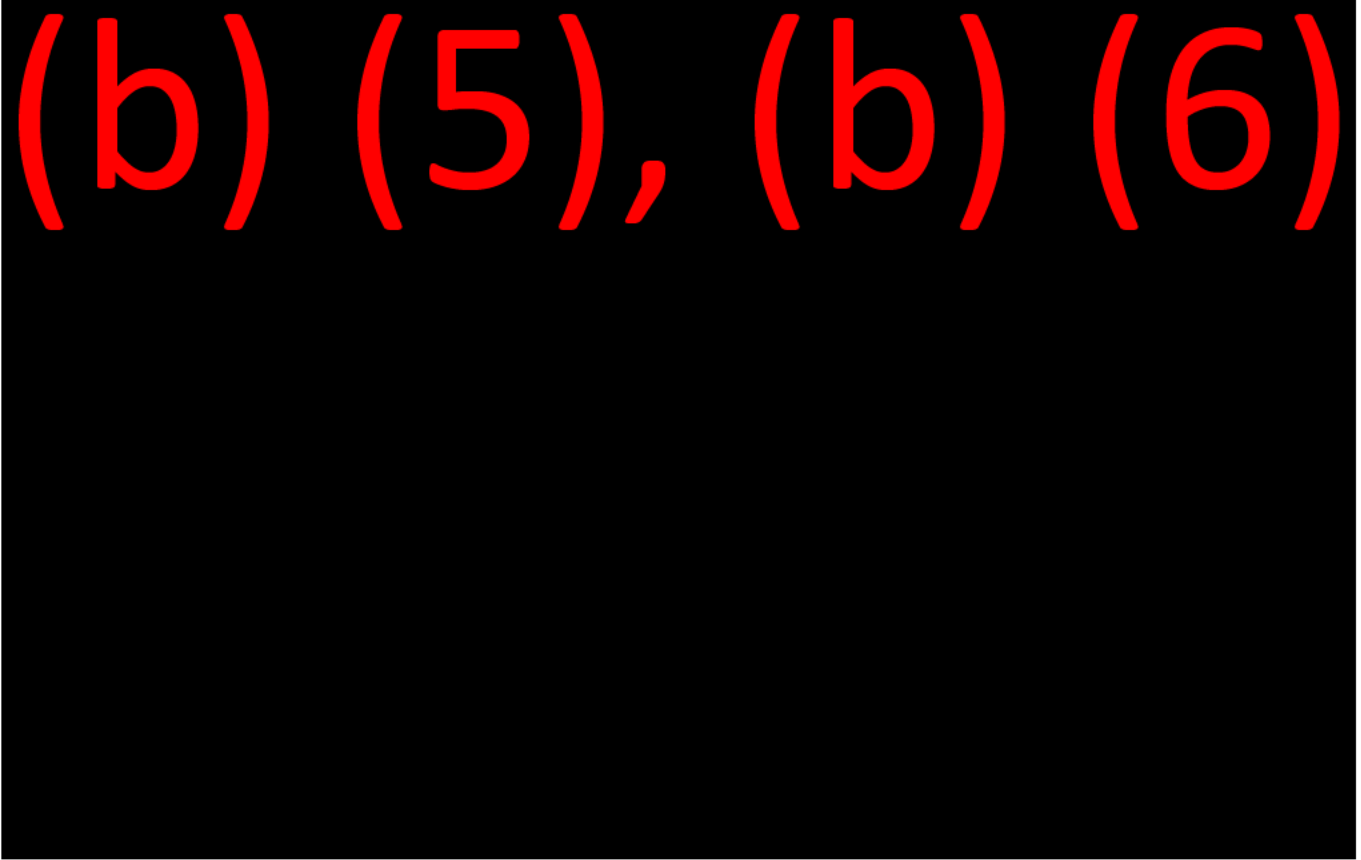
- dispute.docx (19 KB)

2/11/2019

(b) (5), (b) (6)



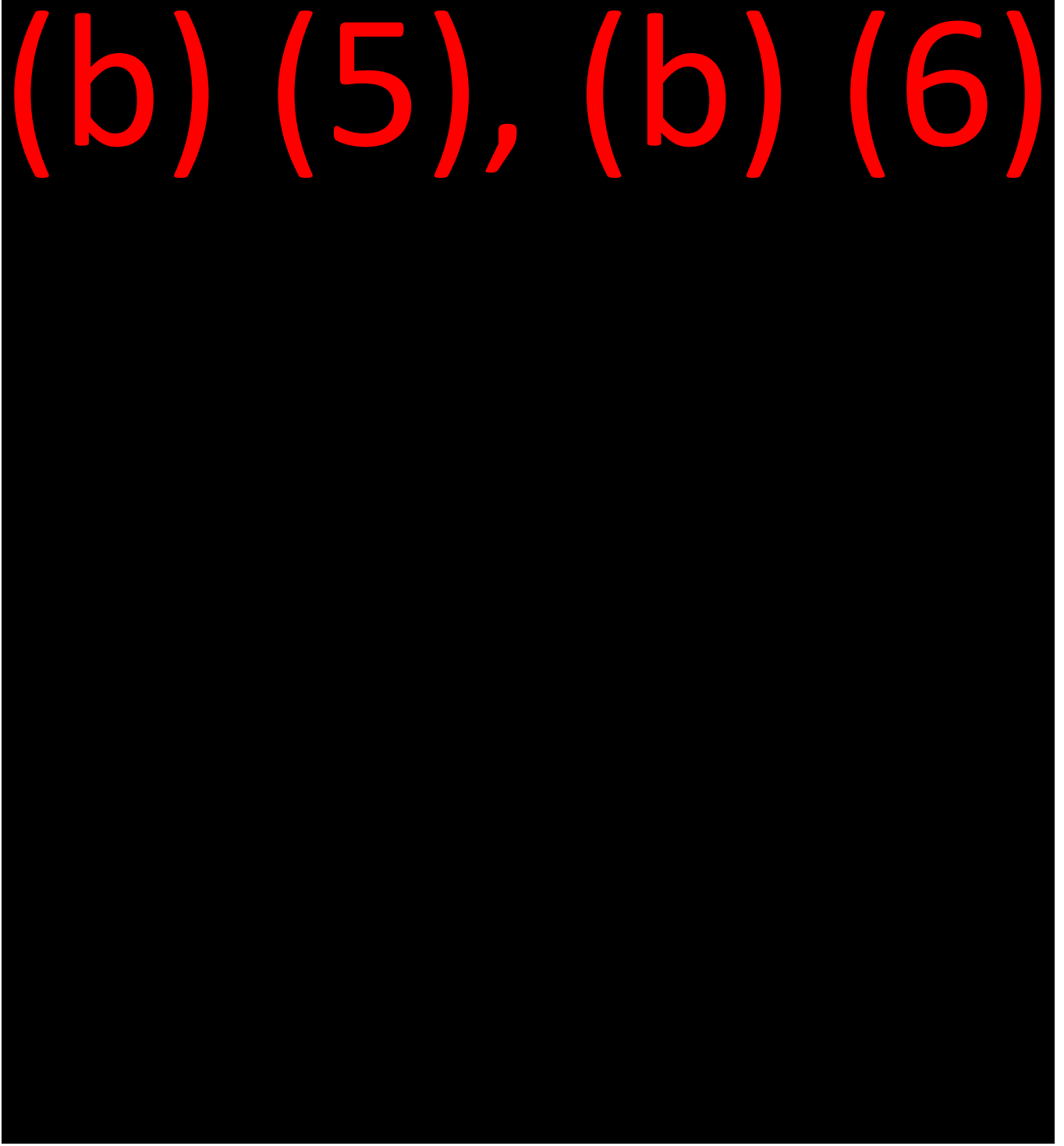
(b) (5), (b) (6)





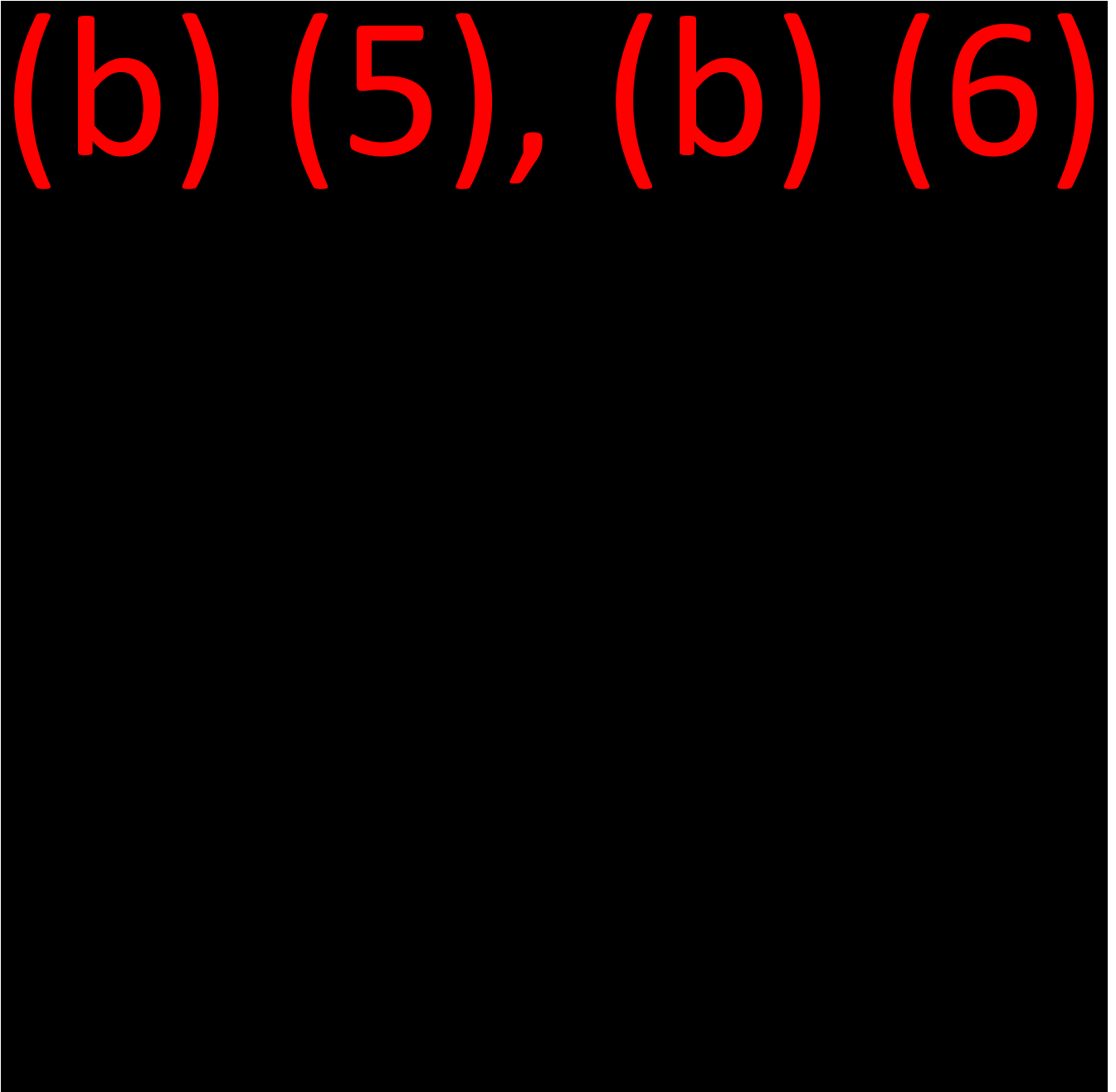
Interview with (b) (6) conducted 1430-1600 on 21 May 2021

(b) (5), (b) (6)

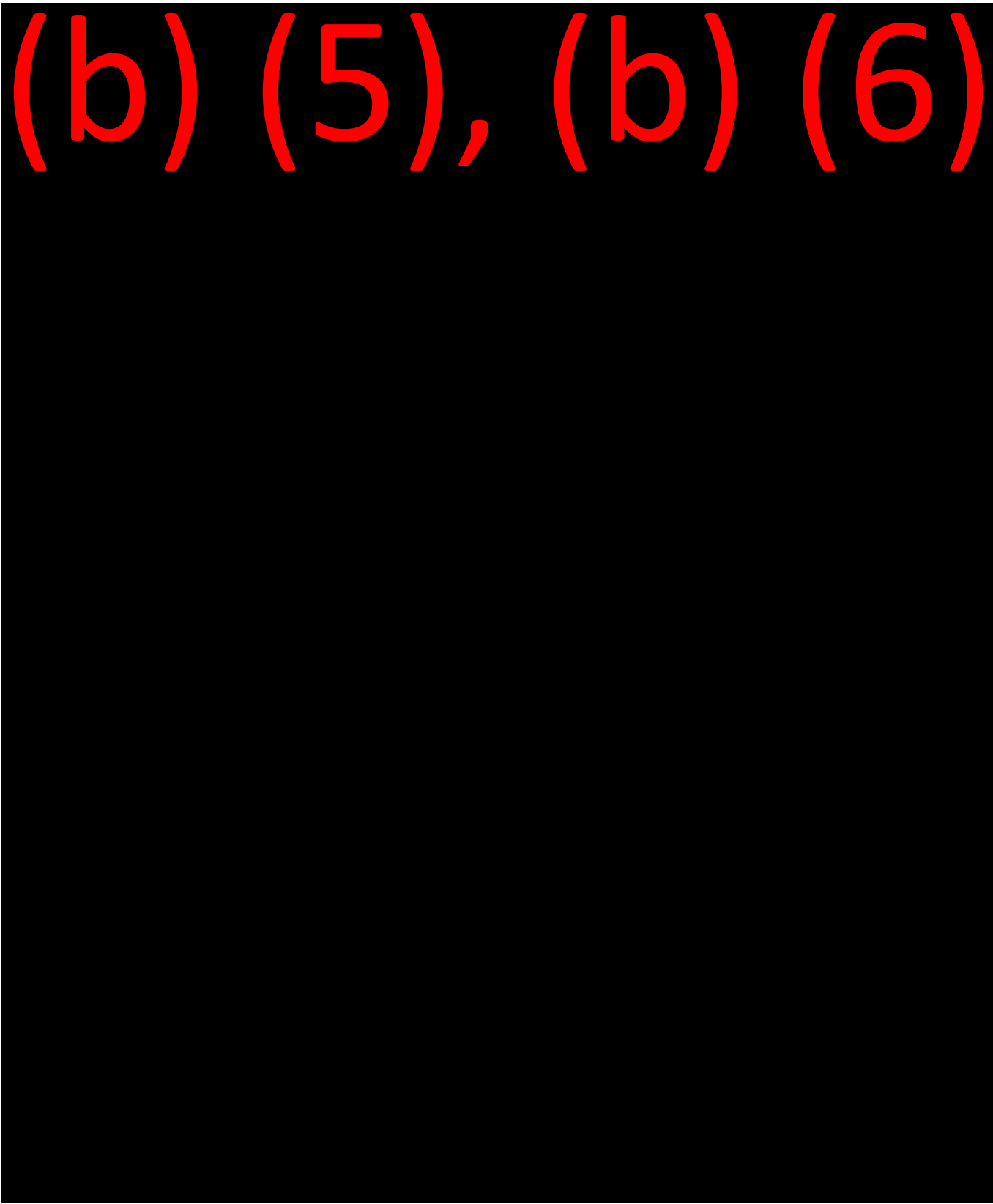


Interview with (b) (6) conducted 1400-1500 on 21 May 2021

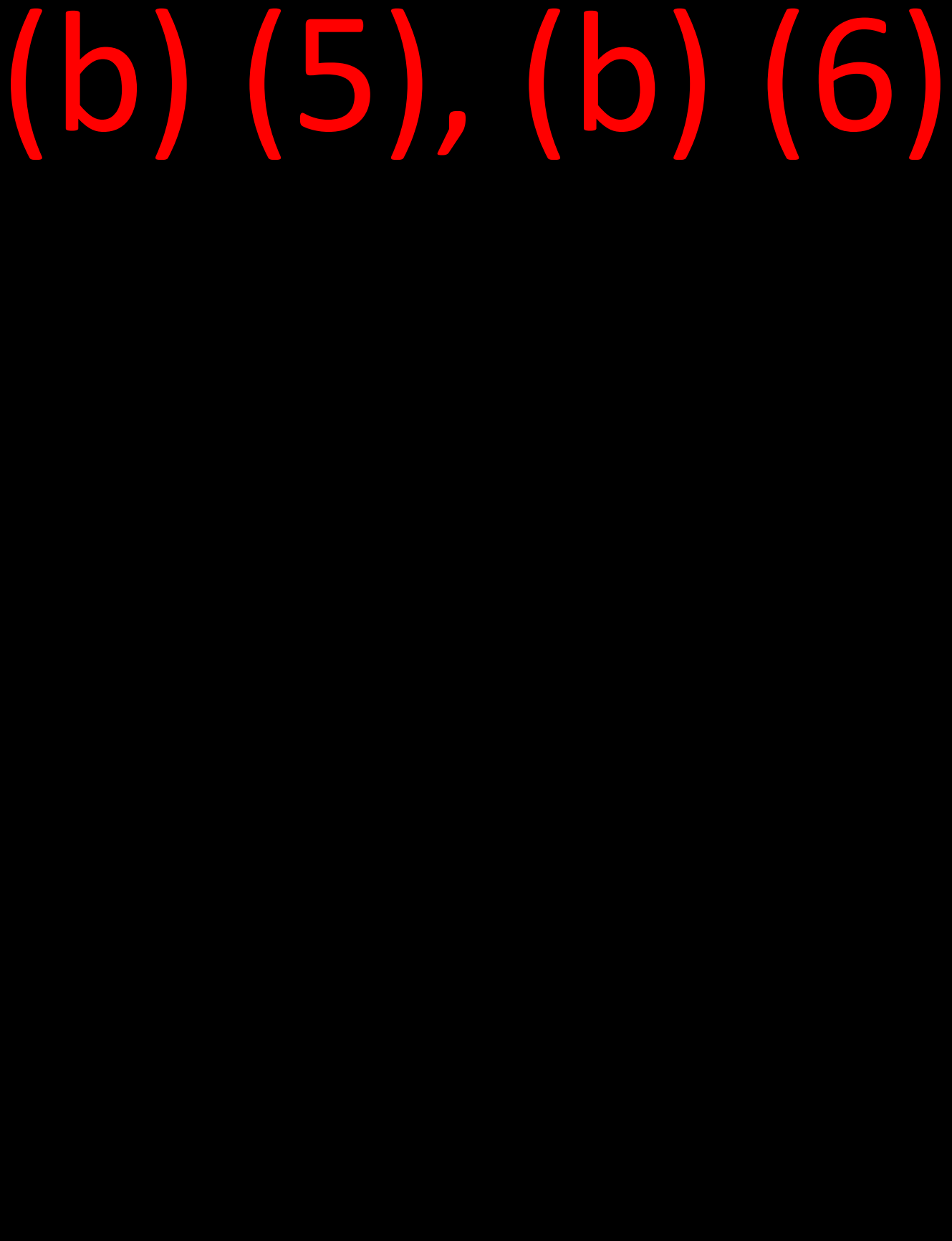
(b) (5), (b) (6)



(b) (5), (b) (6)



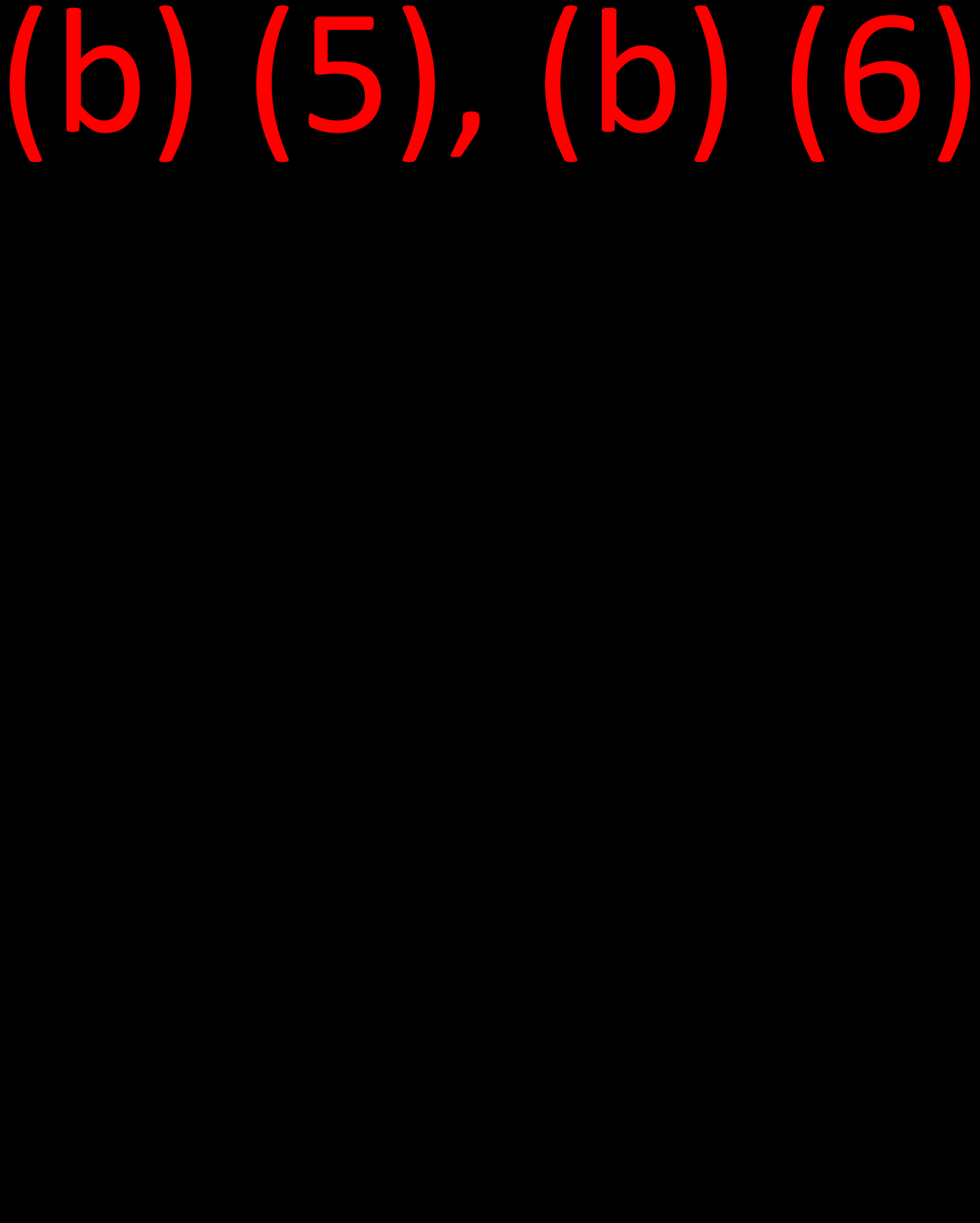
(b) (5), (b) (6)



Interview with (b) (6) conducted 1300-1330 on 21 May 2021


(b) (5), (b) (6)

(b) (5), (b) (6)



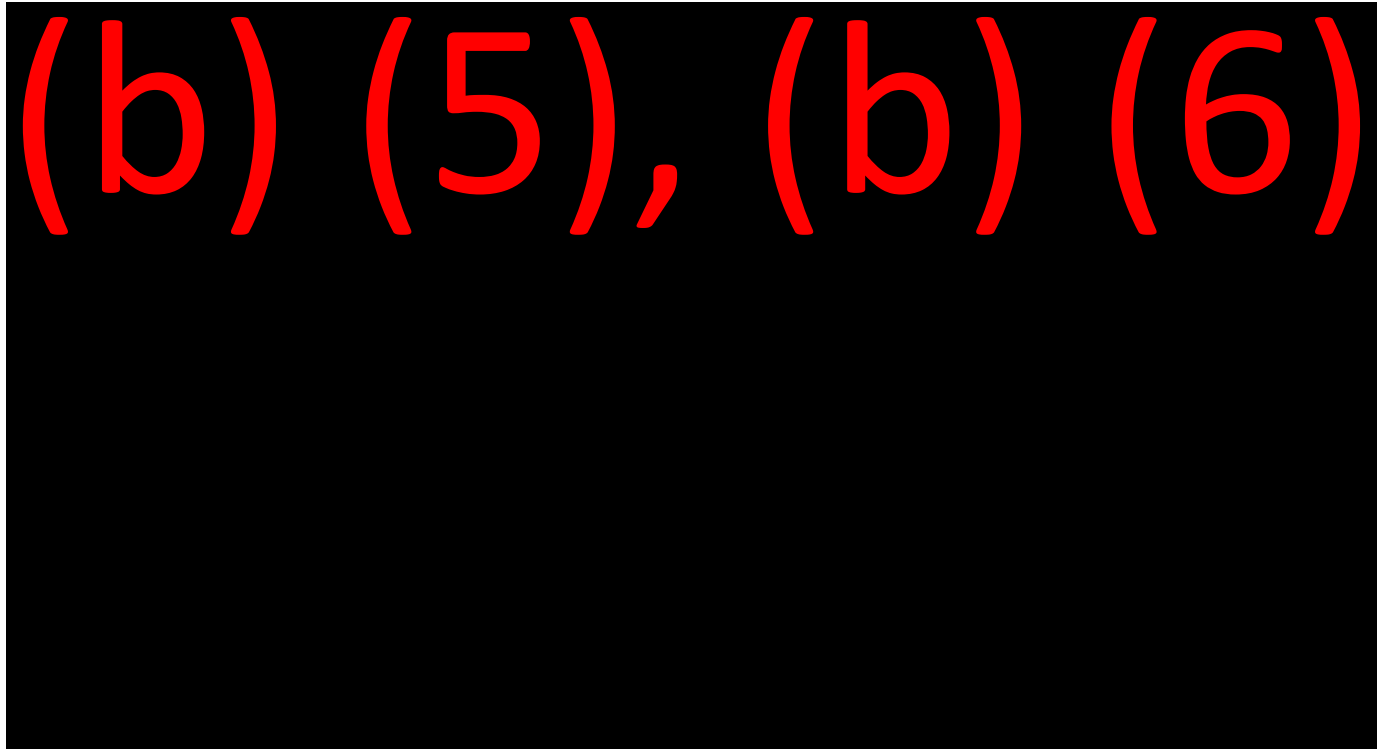
(b) (5), (b) (6)

(b) (5), (b) (6)





(b) (5), (b) (6)



Interview with (b) (6) conducted 0930-1000 on 20 May 2021

(b) (5), (b) (6)

## Re: Pre-Action Investigation

(b) (6)

Thu 6/3/2021 11:56 AM

To:

(b) (6)

(b) (6)

I do not recall tasking her to mentor (b) (6). That said, I am certain that I thought it was a good idea to have a senior faculty member like (b) (6) take on that role and so I am certain I would have approved or her mentoring (b) (6) was copied on emails where (b) (6) commented on (b) (6) lectures, etc). I just don't recall tasking anyone to serve as a mentor to the new faculty that came on board that year (the other being (b) (6) and as I recall (b) (6) stepped up to fill the role and continued to do so for a number of years).

Best regards,

(b) (6)

From:

(b) (6)

Sent: Thursday, June 3, 2021 11:25 AM

To:

(b) (6)

Subject: Pre-Action Investigation

(b) (6)

I was told by (b) (6) that she was specifically tasked to provide mentoring to (b) (6) after (b) (6) returned from sabbatical in 2014 (b) (6) having arrived in 2013). Can you confirm that for me?

Thanks,

(b) (6)

(b) (6) Allegation: Follow up on (b) (6) Complaint 3 of 3

Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

Fri 8/21/2020 10:44 AM

To: (b) (6)

(b) (6) was head of the promotion committee, hence my forwarding the exchange to her. Note, the argument over what is formal. That was what (b) (6) used to claim my comment about a complaint being made was illegitimate. I would point out, probably obviously, he is arguing a pedantic point.

Nick

Nicholas Murray D.Phil., F.R.Hist.S.

Strategy and Policy Department

U.S. Naval War College

<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

<https://kansaspress.ku.edu/978-0-7006-2676-2.html>

<https://kansaspress.ku.edu/978-0-7006-3025-7.html>

---

From: Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

Sent: Wednesday, May 22, 2019 11:22 AM

To: (b) (6)

Subject: Re: Follow-up on (b) (6) letter

(b) (6)

I am just chasing down loose ends. It does clarify that what (b) (6) did was formal. I don't want to embarrass (b) (6) in public with that, so it might be best brought up when you speak with him.

Best,

Nick

Nicholas Murray D.Phil., F.R.Hist.S.

Strategy and Policy Department

U.S. Naval War College

<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

<https://kansaspress.ku.edu/978-0-7006-2676-2.html>

---

From: (b) (6)

Sent: Wednesday, May 22, 2019 11:18:20 AM

To: Murray, Nicholas A., CIV, NAVWARCOL

Subject: Re: Follow-up on (b) (6) letter

Got it. I am working at home today. If you need to reach me my cell is (b) (6)

(b) (6)

686 Cushing Rd.  
Newport, RI 02841

(b) (6)

---

**From:** Murray, Nicholas A., CIV, NAVWARCOL <nicholas.murray@usnwc.edu>

**Sent:** Wednesday, May 22, 2019 11:17 AM

**To:** (b) (6)

**Subject:** Re: Follow-up on (b) (6) letter

(b) (6)

One more thing, in DoDI 1020.03, February 8, 2018 (EEO and anti-bullying) defines a formal complaint as: formal complaint. An allegation submitted in writing to the staff designated to receive such complaints in Military Department operating instructions and regulations.

In this context, that person is (b) (6)

Best,

Nick

Nicholas Murray D.Phil., F.R.Hist.S.

Strategy and Policy Department

U.S. Naval War College

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**From:** (b) (6)

**Sent:** Wednesday, May 22, 2019 10:01:53 AM

**To:** Murray, Nicholas A., CIV, NAVWARCOL

**Subject:** Re: Follow-up on (b) (6) letter

Email received.

(b) (6)

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**From:** Murray, Nicholas A., CIV, NAVWARCOL <nicholas.murray@usnwc.edu>

**Sent:** Wednesday, May 22, 2019 9:49 AM

**To:** (b) (6)

**Subject:** Fw: Follow-up on (b) (6) letter

Dear (b) (6)

This was the final exchange with (b) (6) regarding the complaint made by (b) (6) (b) (6) did not respond to my last email. You might want this for the point about departmental norms and behavior. It relates to the email exchange between the fulls, and to the breach of departmental norms regarding students.

Best, and thank you.

Nick

Nicholas Murray D.Phil., F.R.Hist.S.

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**From:** Murray, Nicholas A., CIV, NAVWARCOL

**Sent:** Friday, May 17, 2019 10:00 AM

**To:** Murray, Nicholas A., CIV, NAVWARCOL

**Subject:** Re: Follow-up on (b) (6) letter

(b) (6)

According to (b) (6) (and her MFR) she came to you and complained about what she saw as the unprofessional interactions of a colleague with a student. She saw you both with (b) (6) and again afterwards. By the definition I provided that was a formal complaint. Likewise with (b) (6) writing to the head of the committee. I understand your take, but disagree over the part requiring a request from the complainant for some kind of retributive action.

To my mind it seems we are having an argument over what constitutes a formal complaint in a department which has no actual procedures for doing so, unless one wants to escalate things, call for punitive action, or involve HR by filling a personal complaint or calling of an IG report. Given the context that does not seem to fit with what was essentially a departmental issue.

I will leave it there, and I do not plan to pursue this further. I can see you are trying to move in a direction that provides consistency, fairness, and transparency.

Best,

Nick

Nicholas Murray, D.Phil., F.R.Hist.S.

Department of Strategy and Policy

U.S. Naval War College

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**From:** (b) (6)

**Sent:** Thursday, May 16, 2019 11:53 AM

**To:** Murray, Nicholas A., CIV, NAVWARCOL

**Subject:** Re: Follow-up on (b) (6) letter

We of course do not have a specific procedure for a formal complaint.

That said, if an individual or individuals contacted me to express discontent or disagreement with regard to a particular faculty member's behavior and request action with regard to that faculty member (including a verbal action such as a reprimand), then I would regard that as a formal complaint. If such contact took place in verbal form, I would ask that it be put in written form.

No such formal complaint has taken place.

(b) (6)

(b) (6)

(b) (6)

(b) (6)

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**From:** Nicholas NAVWARCOL <Nicholas.Murray@usnwc.edu>

**Date:** Thursday, May 16, 2019 at 11:36 AM

**To:** (b) (6)

**Subject:** Re: Follow-up on (b) (6) letter

(b) (6)

I would not expect you to.

However, I would like to know what the department's procedures are for an official complaint. Please could you send them to me and please could you tell me when they were established.

Also, if there are no official procedures or forms for the department what do you think would constitute a formal complaint?

Best,

Nick

Nicholas Murray, D.Phil., F.R.Hist.S.  
Department of Strategy and Policy  
U.S. Naval War College  
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**From:** [REDACTED] (b) (6)  
**Sent:** Thursday, May 16, 2019 11:29 AM  
**To:** Murray, Nicholas A., CIV, NAVWARCOL  
**Subject:** Re: Follow-up on [REDACTED] (b) (6) letter

I cannot discuss the particulars of any incident without permission from all parties. I can say that I did not and do not believe I have been the recipient of a formal complaint with regard to any faculty member during my term as chair.

Best,

[REDACTED] (b) (6)

(b) (6)

---

**From:** Nicholas NAVWARCOL <Nicholas.Murray@usnwc.edu>  
**Date:** Thursday, May 16, 2019 at 10:07 AM  
**To:** [REDACTED] (b) (6)  
**Subject:** Re: Follow-up on [REDACTED] (b) (6) letter

[REDACTED] (b) (6)

In the case to which I was referring, [REDACTED] (b) (6) told me she talked to you in person about behavior she found unprofessional, and she told me she's brought this up via email. That strikes me as being a formal complaint. I was, obviously, not privy to the email or conversation, but from what [REDACTED] (b) (6) told me she raised this via email and in person. She said she spoke (either via email or in person) both with you as chair, and [REDACTED] (b) (6) in her capacity as head of the promotion committee. In either context I would class that as formal contact as you were contacted in your respective formal capacities.

Why do you ask? Is there a formal written departmental procedure for this that should have been followed to make this an official formal complaint? If so, has the complainant been given the opportunity and requisite information to make a formal official complaint as per the written departmental procedures? If not, then what I described should suffice. Putting something in writing also constitutes a form of MFR for those situations in which there is no formal written procedure.



If you recall, I brought up the circumstances in an email to the full professors back in February. The general opinion seemed to be that the behavior described did not fit department norms.

Best,

Nick

Nicholas Murray, D.Phil., F.R.Hist.S.  
Department of Strategy and Policy  
U.S. Naval War College  
<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

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**From:** (b) (6)  
**Sent:** Thursday, May 16, 2019 1:36:42 PM  
**To:** Murray, Nicholas A., CIV, NAVWARCOL  
**Subject:** Re: Follow-up on (b) (6) letter

So the formal complaint you refer to was a formal complaint to me?

(b) (6)

(b) (6)

---

**From:** Nicholas NAVWARCOL <Nicholas.Murray@usnwc.edu>  
**Date:** Thursday, May 16, 2019 at 7:37 AM  
**To:** (b) (6)  
**Subject:** Re: Follow-up on Hazelton letter

(b) (6)

An email or a one on one chat with you would strike me as being formal. If that then discussed or included a complaint I would consider that to constitute a formal complaint. I would exclude a casual chat while passing in the hall, but if someone came to your office and had a one on one chat or took the time to send an email I would consider that to be formal.

Best,

Nick

Nicholas Murray, D.Phil., F.R.Hist.S.  
Department of Strategy and Policy  
U.S. Naval War College  
<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

**From:** (b) (6)  
**Sent:** Thursday, May 16, 2019 7:10 AM  
**To:** Murray, Nicholas A., CIV, NAVWARCOL  
**Subject:** Follow-up on (b) (6) letter

Nick,

Could you please clarify what you have in mind when you refer to a formal complaint against (b) (6) for unprofessional behavior?

Thanks,

(b) (6)

(b) (6)

**(b) (6)** Allegation: Sharing of my confidential thoughts on tenure.

Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

Fri 8/21/2020 11:27 AM

To: **(b) (6)**

Please note I was not meant to be identified as the author, yet **(b) (6)** was told.

Also, I believe I am the only faculty member whose comments were passed on to **(b) (6)**. The discussions of the tenure committee are meant to be confidential. That being said, given that **(b) (6)** already spoke with the lawyer and HR before getting back to me it would not have mattered what I said about my willingness to share.

Nick

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**From:** Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

**Sent:** Tuesday, May 14, 2019 1:22 AM

**To:** **(b) (6)**

**Subject:** Re: **(b) (6)** letter

Dear **(b) (6)**

That is fine by me.

Nick

Nicholas Murray, D.Phil., F.R.Hist.S.

Department of Strategy and Policy

U.S. Naval War College

<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

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**From:** **(b) (6)**

**Sent:** Tuesday, May 14, 2019 4:22 AM

**To:** Murray, Nicholas A., CIV, NAVWARCOL

**Subject:** **(b) (6)** letter

Nick,

I met with **(b) (6)** and **(b) (6)** today to discuss some aspects of your letter to make sure it was handled in a way fair to all parties. I did not identify you as the author.

Most of your letter is expression of your own opinion and judgments based on available evidence and the factual record, and as a result unexceptionable.

In two places, though, you introduce claims of fact which are not part of the tenure file (b) (6) and (b) (6) agreed that candidates being evaluated need to know about and have an opportunity to respond to the evidence brought forth regarding their case.

The two statements are:

"one faculty member has formally complained about her unprofessional interactions with a student."

"I have covered (b) (6) classes at short notice on a number of occasions. I believe I am not the only one who has covered classes, lectures, bootstrap, etc., at short notice. Rarely have I had to do this for anyone else. The few times I have had to cover classes the faculty member concerned has made sure to express their gratitude. That has never happened in this case."

(b) (6) and (b) (6) concur that, though this may be awkward or unpleasant, (b) (6) should have the opportunity to respond to those claims since they've been distributed among the voting faculty. As a result, I will need to share those two excerpts from your letter with her.

(b) (6)

(b) (6)

↩ Reply   ▾   🗑 Delete   🗑 Junk   Block   ...

## Re: Woodson Prize Submission (1)



Murray, Nicholas A., CIV, NAVWARCOL

Mon 5/11/2020 9:18 AM

To: (b) (6)

👍   ↩   ⏪   ➡   ...

I was able to find it. You and (b) (6) had the student.

She is on the committee, so I need to sort that out.

thanks,

Nick

Nicholas Murray D.Phil., F.R.Hist.S.

Strategy and Policy Department

U.S. Naval War College

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**From:** (b) (6)

**Sent:** Monday, May 11, 2020 9:17 AM

**To:** Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

**Subject:** Re: Woodson Prize Submission (1)

(b) (6) and (b) (6) is who I taught with last time. I'd one of them is on, I'd have to cross check the class roster.

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---

**From:** Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

**Sent:** Monday, May 11, 2020 8:55:48 AM

**To:** (b) (6)

**Subject:** Re: Woodson Prize Submission (1)

(b) (6)

Who was your teaching partner for this submission? I need to make sure we don't have any submitter (or teaching partner), on the committee.

Best

Nick

Nicholas Murray D.Phil., F.R.Hist.S.

Strategy and Policy Department

U.S. Naval War College

<https://usnwc.edu/Faculty-and-Departments/Directory/Nicholas-Murray>

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## Re: Woodson Prize: Hold that thought. I found the email

① You replied on Mon 5/11/2020 10:35 AM

(b) (6)

(b) (6)

Mon 5/11/2020 9:46 AM

To: Murray, Nicholas A., CIV, NAVWARCOL; (b) (6)

👍 ↩ ⏪ → ⋮

I also submitted a paper for one of my students.

I'll give you time to address before bootstrap.

(b) (6)

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---

**From:** Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

**Sent:** Monday, May 11, 2020 9:20:27 AM

**To:** (b) (6)

(b) (6)

**Subject:** Re: Woodson Prize: Hold that thought. I found the email

(b) (6)

I have written to (b) (6) this morning to check on the timeline.

I have the same list of members. However, (b) (6) and (b) (6) submitted a student paper for the Woodson; so I will need someone else to avoid any conflict of interest. I know (b) (6) has done it in the past, if familiarity helps.

I plan to write to the committee after bootstrap, but wanted to remind faculty they have until until Thursday COB to submit an essay (assuming the deadline in the guidance is still 15 May for me to get everything registered).

Best,

Nick

Nicholas Murray D.Phil., F.R.Hist.S.

Strategy and Policy Department

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<https://kansaspress.ku.edu/978-0-7006-2676-2.html>

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**From:** (b) (6)

**Sent:** Monday, May 11, 2020 8:56 AM

**To:** Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>; (b) (6)

↩ Reply   ▾   🗑 Delete   🚫 Junk   Block   ...

## Re: Woodson Prize: Hold that thought. I found the email

① You replied on Mon 5/11/2020 9:20 AM

(b) (6) (b) (6)

Mon 5/11/2020 8:56 AM

To: Murray, Nicholas A., CIV, NAVWARCOL; (b) (6)

👍 ↩ ⏪ → ...

Nick,

My records show the Woodson board comprises yourself (as Chair), myself, (b) (6) and (b) (6). Is that what you show?

I have no issue briefly and broadly discussing writing awards as per (b) (6) email. You might be better served by writing your board members personally as I plan on doing with the NSA board of which I am Chair.

(b) (6)

---

**From:** Murray, Nicholas A., CIV, NAVWARCOL <Nicholas.Murray@usnwc.edu>

**Sent:** Monday, May 11, 2020 8:49 AM

**To:** (b) (6)  
(b) (6)

**Subject:** Woodson Prize: Hold that thought. I found the email

Dear Guys,

My mistake.

There was an email dealing with this and providing names. Please could you still do the reminder.

best,

Nick

Nicholas Murray D.Phil., F.R.Hist.S.

Strategy and Policy Department

U.S. Naval War College

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## FW: Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students.

(b) (6)

Tue 5/25/2021 12:30 PM

To: (b) (6)

(b) (6)

This was one thread.

(b) (6) started a separate one (I think) to have a calming effect and remove PNWC from the distro.

v/r,

(b) (6)

From: (b) (6)

Sent: Thursday, November 29, 2018 6:38 AM

To: (b) (6)

Cc: (b) (6)

Subject: Re: Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students.

Oooooo! Bad (b) (6) Doesn't understand anything! Stupid ignorant (b) (6) Not a strong argument.

In fact, research on human biases shows that they exist. They are not found to vary significantly by age cohort, to my knowledge. In our society, there are some particularly prominent biases. In their nastiest mien, we call them bigotry. The target varies by definition of "the other." Sexism is another societal, systemic, bias. It too is very, very nasty. It has profoundly damaging effects on institutions, such as our beloved war college, as well as on individuals.

Our students and ourselves hold many of the same biases.

The question at hand, again, is not whether this is good or bad, right or wrong. It is a fact.

The question is what is useful for us to gain from students, for what purposes, and how best to do it.

Cheers

(b) (6)

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From: (b) (6)

Sent: Wednesday, November 28, 2018 8:54 PM

To: (b) (6)

Cc: (b) (6)

Subject: Re: Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students.

I am suggesting that adults are different than late adolescents. Having taught undergraduates for over 12 years and mature professionals for the last 15 years I believe I have enough experience to draw that obvious conclusion. I'm surprised that you do not understand the crucial difference between age cohorts. It is reasonable to assume that professional adults make more mature assessments than coeds.

With regard to the author of the article, she did not present a balanced assessment of the relative utility of surveys. She blatantly makes it about her personal experience and degrades her students ability to assess her teaching. In short, the article is biased and of very limited utility.

(b) (6)



(b) (6)

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**From:** (b) (6)  
**Sent:** Wednesday, November 28, 2018 8:00 PM  
**To:** (b) (6)  
**Cc:** (b) (6)  
**Subject:** Re: Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students.

(b) (6)

I have not heard anyone suggest ignoring student input.

The questions are, 1) what is useful input and how to get it, and 2) how administrators use the information.

The important point in this essay is not the author's personality or personal experience. The interesting thing is differences in approaches to student surveys by schools and students in different places.

Are you really suggesting that older people have fewer prejudices? Good luck with that.

Our students are many wonderful things. They are also human.

Cheers

(b) (6)

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**From:** (b) (6)  
**Sent:** Wednesday, November 28, 2018 4:32 PM  
**To:** (b) (6)  
**Cc:** (b) (6)  
**Subject:** Re: Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students.

(b) (6)

Again this article focuses on undergraduate student surveys. The author is also highly biased against student surveys because she received poor evaluations. Her dismissive attitude and insulting remarks about her students demonstrates that she would do better to work on her teaching or change professions rather than whine about student surveys.

(b) (6)

(b) (6)

It is also important to note that our student demographic is far different. Adult professionals with a minimum of a dozen years of experience in their fields of expertise cannot be compared with 18-22 year old coeds. Indeed, many of our students have over twenty years of professional experience, far more than many of our faculty have in their respective fields.

Moreover, a quick review of lecture scores demonstrates that female faculty in S&P generally do very well in surveys outperforming many of their male colleagues.

Again, all survey data is imperfect, but it's important to be balanced and recognize that our student demographic isn't represented in this literature. I still believe that the best way to evaluate seminar and lectures is a combination of student surveys and peer evaluation. While no method is perfect, this combination provides the most practical and fair way to evaluate our faculty. We simply cannot ignore student input. They are, after all, the reason why we all have jobs.

(b) (6)

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**From:** (b) (6)  
**Sent:** Wednesday, November 28, 2018 12:38 PM  
**To:** (b) (6)  
**Cc:** (b) (6)  
**Subject:** Fw: Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students.

Dear colleagues,

Interesting take on student evaluations.

Cheers

(b) (6)

---

**From:** (b) (6)  
**Sent:** Wednesday, November 28, 2018 9:42 AM  
**To:** (b) (6)  
**Subject:** Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students.

(b) (6)

[https://www.chronicle.com/article/Students-Evaluating-Teachers/245169/?fbclid=IwAR27leIXI\\_OYXgs8UQNM0tzDkpKKQVclcFNYrkgsokpIU9f5Ezc1Pfl\\_84](https://www.chronicle.com/article/Students-Evaluating-Teachers/245169/?fbclid=IwAR27leIXI_OYXgs8UQNM0tzDkpKKQVclcFNYrkgsokpIU9f5Ezc1Pfl_84)



## Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students.

[www.chronicle.com](http://www.chronicle.com)

When administrators rely on students to “rate” an instructor’s performance, the classroom dynamic changes, and not in a good way.

Commentary

# **Students Evaluating Teachers Doesn't Just Hurt Teachers. It Hurts Students.**

By Nancy Bunge November 27, 2018

Research on student evaluations of teaching suggests that the gender and age bias most colleges pride themselves on avoiding contaminate those evaluations, along with other nonacademic factors — like “sexiness.” Since many institutions of higher learning use these surveys to determine whether faculty keep their jobs or get raises, their unreliability matters. But the impact these student reviews have on the quality of education raises even more troubling issues: Students give better evaluations to people who grade them more generously.

Instructors who figure this out could give higher grades to secure tenure or a bigger raise. Grade inflation offers persuasive evidence that some faculty members have succumbed to this temptation. In other words, standards decline, so students learn less as the cost of their education rises. Ironically, this happens because students are now considered customers, so colleges want to keep them happy.

Evaluations encourage students to place total responsibility for the quality of their education on their instructors. I first encountered them in 1968, when I began my first full-time job, as an instructor of American literature. I had just finished a year as a graduate teaching assistant, during which students debated the reading among themselves and did not hesitate to argue with me once class began. I enjoyed these encounters enormously and suspect my students did, too. So, I was shocked in my first American-literature class as an instructor to discover that the students refused to participate in class, even after I threatened them with a longer syllabus unless they did so.

I got a terrible rating, and its publication humiliated me. The ignorant comment that I needed approval so badly that I asked questions and usually accepted and worked with the responses

remains imprinted on my brain 50 years later.

As the decades have passed and students have continued to appraise their instructors, they have come to assume that they know at least as much as the people the college asks them to rank; after all, they sometimes don't do the reading or participate in class, but their grades rise all the same.

In a recent survey of 1,000 faculty members, commissioned by *The Chronicle*, almost two-thirds of the respondents said they thought students today were harder to teach than those in the past, and they overwhelmingly said that student engagement had gotten worse. Administrators, who are well paid for supposedly assuring that students get good educations, apparently have never heard of grade inflation or bothered to read the studies questioning the value of evaluations, since they routinely turn the job of ranking the faculty over to the people the instructors grade.

Some students understand the implications of all this. When I first told a class that one of the students would have to collect and submit the evaluations so that I couldn't tamper with them, one of them asked, "Doesn't that make you feel demeaned?" Another student wrote on an evaluation, "Why don't you get off your ass and see for yourself what a great job she is doing?" And, indeed, the administration, not the students, should undertake the difficult task of appraising how well a class works. A colleague once remarked, "When we agitated for student evaluations in the '60s, we never guessed we were handing the administration a club."

Fulbright grants gave me the opportunity to teach at European universities where students do not rate their instructors. That experience brought home the damaging impact of evaluations. The authoritarian instruction that often takes place in Europe has problems, but students complaining about doing the work is not among them.

At the University of Vienna, I arrived convinced that students would pay full attention only to a class conducted in discussion, so I found it uncomfortable to stand at an elevated podium and lecture. But the students not only listened, they reacted so powerfully that I became fixated on making my next lecture better than the last. I resumed this practice when I taught in Belgium and Germany. The more attentive my students, the more enthusiasm I had for teaching as well as possible.

During my teaching assignment in Germany, I invited my students to help themselves to my books at the end of my stay. One student couldn't believe his luck: I had not yet given away my copy of Barry Lopez's *Arctic Dreams*, a book that won the National Book Award. I had stopped teaching it to my American students because so many complained that it bored them.

I have heard American students boast of never doing the reading, as though this certifies their brilliance; why would they bother to study work assigned by their inferiors? And why should American students listen to me when they inform the administration whether I have done my job?

Student feedback can be valuable while the course is in process, but end-of-course appraisals help only administrators who apparently do not understand that any two classes differ because the individuals composing them inevitably have an impact. I am thankful that most students

have too much decency and integrity to take revenge for a bad grade by submitting a damning evaluation.

But, ultimately, the unearned arrogance encouraged by the heavy reliance on student evaluations helps produce passive, even contemptuous students who undermine the spirit of the class and lower its quality for everyone. All students deserve better.

*Nancy Bunge is a professor emerita in the humanities at Michigan State University.*

(b) (6)